

SCHOLASTIC COACH

Christmas Cheers!

Greetings, friends, the best to you
 For Xmas and the New Year, too.
 Jingle (bar) bells and holiday cheer,
 May all your dreams come true this year.
 An I.B.M. for H. V. Porter;
 To Allen, E., another Slaughter;
 A 6-10 center for Eddie Hickey;
 A Bible for McConnell, Mickey;
 An accelerator for Henry Iba,
 Bless the Ives' moral fibre!
 To Waldorf, Lynn, some two-ton tackles
 To still the howling of the jackals.
 Surcease from Russky Olympic terrors
 For Asa Brundage and Daniel Ferris.
 Mince the pudding, roast the wienie
 For Johnny Wooden and Lou Rossini,
 Charlie Caldwell and Johnny Golden,
 To all of whom we're so beholden.
 A Rose Bowl for Evashevski's crew;
 A blood bank for Columbia Lou,
 Plus seven linemen with lowly brows
 Who can open holes and knock down cows.
 For Frank J. Wiechec, a taping canister;
 To Doherty, Ken, a Roger Bannister.
 A peel on the chimes, a Yuletide cake
 For Wilkinson, Bud and Colonel Blaik.
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 Even if it kills the game.
 A special Yuletide appetizer
 For each and every advertiser!
 A good fast break for Frank McGuire,
 May Ev Case's "horses" never tire.
 A year of joy and princely promise
 For Canham, Don and E. A. Thomas.
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VOLUME 24 • NUMBER 4 • DECEMBER

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Publisher • G. HERBERT McCracken

Editor • HERMAN L. MASIN

Advertising Manager • OWEN REED

Art Director • MARY JANE DUNTON

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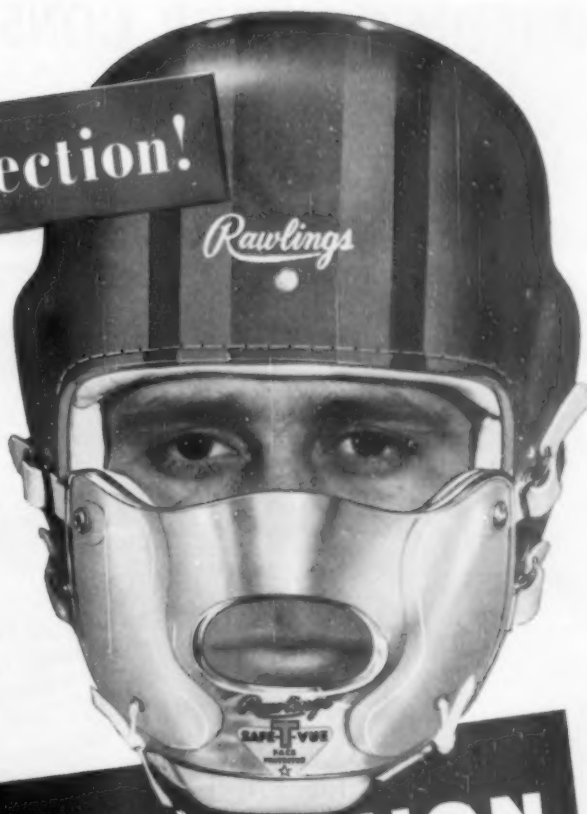
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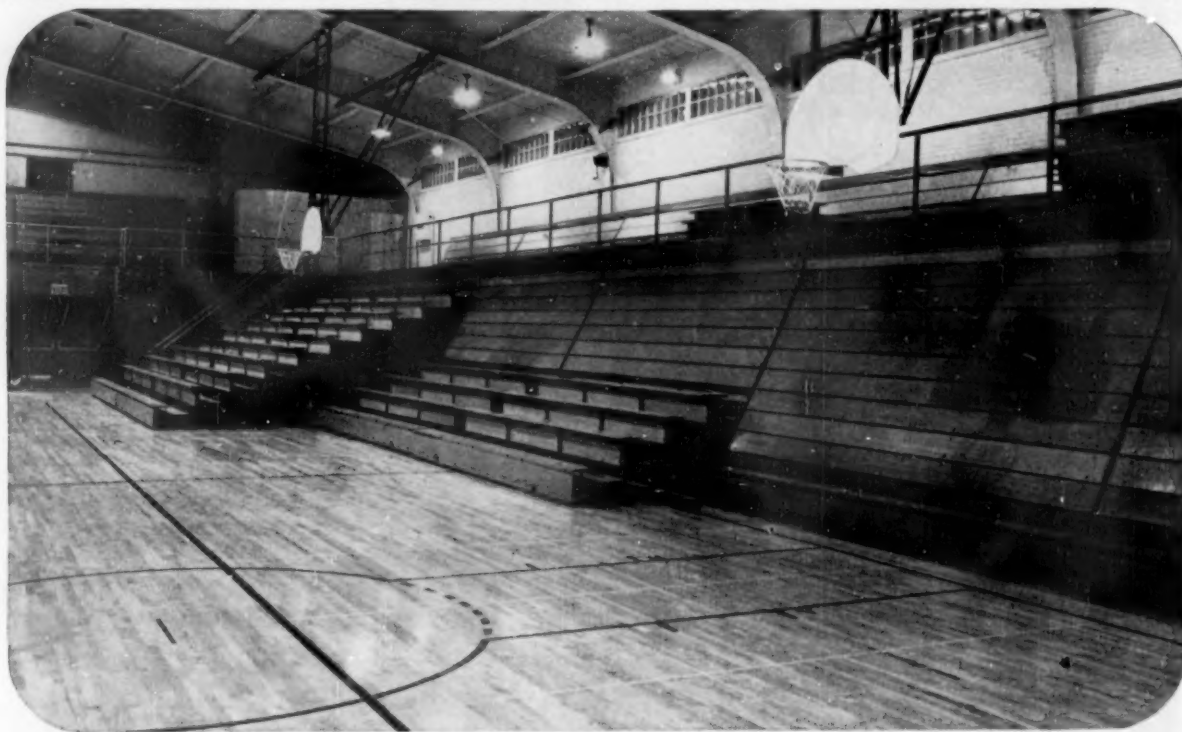
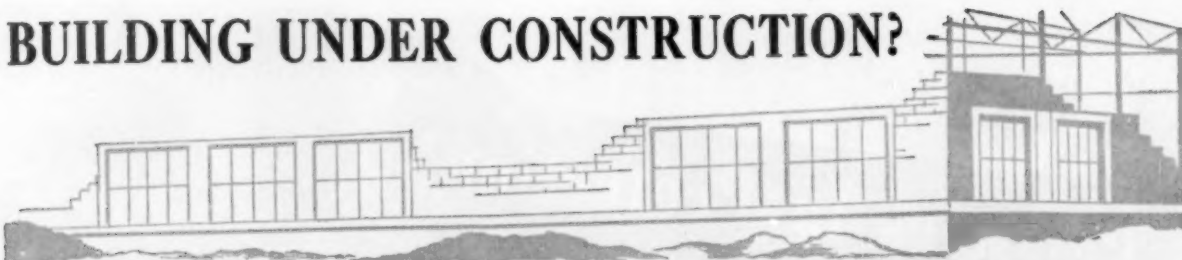
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24 seconds to heaven

HHEY, there, all you abominators of two-platoon football. Gotta little question for you: If two-platoon football is so confusing to the fan that it weakens his interest in the game—as you insisted when you successfully stumped for its abolition—how come the 100% two-platoon pro league keeps piling up attendance records every year?

Anybody answering this question to our satisfaction will be awarded three Quaker Oats box tops plus Bill Stern.

ROLLING OUR HOOP

BACK last March, in a giddy burst of inspiration, we composed an open letter to the National Basketball Committee recommending three major changes in the rules, namely:

1. Expanding the free-throw lane from 6' to 12'.
2. Treating every one-shot foul as a technical.
3. Requiring the offense to shoot within a stipulated time interval (20 or 25 seconds).

As we expected, our little brain-storm produced a staggering silence. While you coaches—at least those of you who wrote us—apparently loved it, the rules makers made like it was the little man who wasn't there.

We didn't exactly jump into a canoe and paddle off to a lamasery to forget. We realized we had dumped a big package of seeds on the NBC's doorstep and that it takes years to decide whether or not to put such Burpees into the ground.

So you can imagine our astonishment when, several months later, the professional basketball league announced that it was adopting the most revolutionary of our proposals—the rule requiring the offense to shoot within a precise time interval—in this case, 24 seconds.

We couldn't wait for the 1954-55 pro season to begin, so anxious were

we to see how this rule would stand up.

Well, the pros have been operating under the new rule for more than a month now, and it is NOT standing up—it's positively staggering under the weighty praise being heaped on it! Sportswriters, coaches, fans, and athletes claim it's the best thing that's happened to the game since the elimination of the center jump.

And they could be right. The new rule, in conjunction with another limiting a team to six fouls per quarter, has put the quietus on stalling and foul-swapping; and in so doing has made the game faster, cleaner, and more exciting.

To us, that spells P-r-o-g-r-e-s-s with a capital P. And we'd like to see the NBC follow suit.

We don't think the NBC's latest rule—providing a bonus shot after each successful free throw during the first 37 minutes—will accomplish anything. Fouling isn't much of a menace during those first 37 minutes of play. It's the last three minutes—when one team is stalling and the other team is fouling in order to catch up—that counts.

And in this respect, the amateur code remains untouched. The automatic two-shot foul penalty continues in force, and the same irritating problems remain, namely: Stalling, foul-swapping, mayhem, and dreary time-consuming parades to the foul lines.

There used to be a time when the pros used to borrow from the amateur rules. Now the sneaker is on the other foot. It's time to borrow from the pros.

There's not a reason in the world why the lane shouldn't be widened to 12' (to trim the inordinate advantage now enjoyed by the skyscraping center). Even the International Athletic Federation has adopted the larger lane, making the

U.S. the only country (we believe) to stick to the outmoded smaller size—a ridiculous situation for a country so proud of its dynamic, progressive sports outlook.

We also recommend the 24-second mandatory shooting limit both as an overall tonic to the game and as a solution to those profoundly irritating closing-minute debacles.

A VOTE FOR TOLERANCE

WE'VE never been less than 100% behind the NCAA in its efforts to establish law, order, and decency in college sports. But we just can't understand its recent censure of City College of New York for malpractices in 1950-51.

While it's nice to know that the august fathers do not broad jump to hasty decisions, it seems downright cruel to wait four years to publicly harpoon a college that had thoroughly and agonizingly expiated its basketball sins.

Here was the one college in the country which didn't wait for the policemen when corruption seeped into its halls—which spared itself nothing when investigating the canker—which went through all sorts of tortured convolutions in purging itself of every trace of taint.

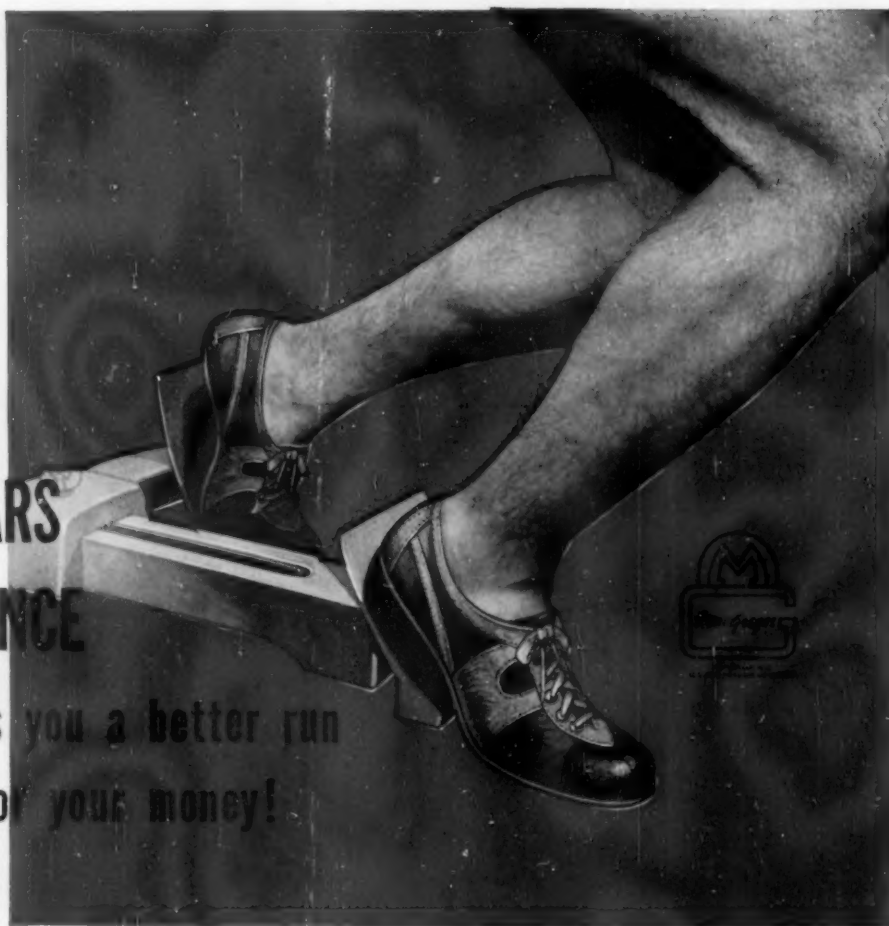
And yet, after doing a wonderful job of house cleaning, it finds itself dragged into the public woodshed and spanked.

The NCAA was within its legal right to administer the tanning. But couldn't it have tempered justice with mercy, realism, and plain decency and let the incident stay closed?

The penalty—barring City College from all NCAA basketball tournaments in 1955—means nothing. The purified City College team would have difficulty qualifying for a state high school tournament. But the rebuke itself seems heart-breakingly unnecessary.

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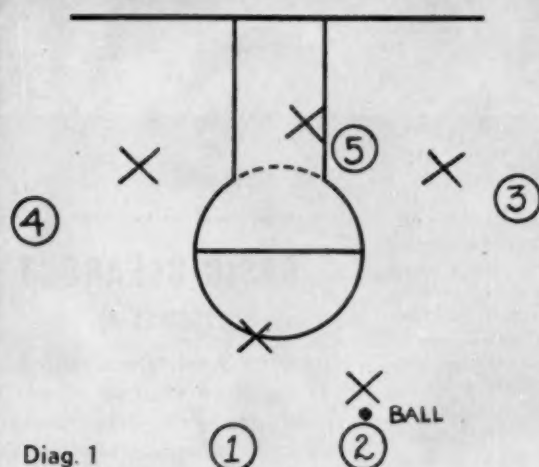
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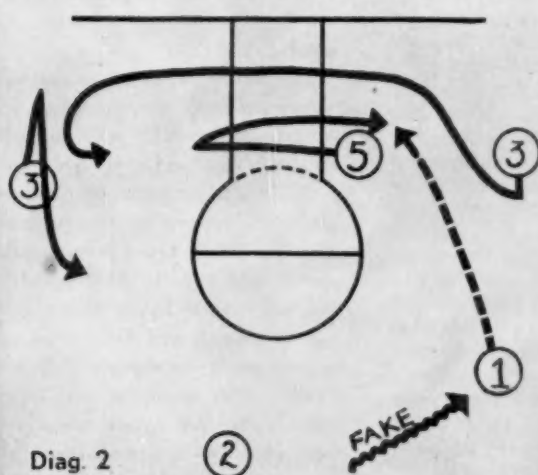


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Diag. 1



Diag. 2

FORDHAM'S CORNER CLEAROUT SERIES

By JOHNNY BACH, Head Coach

FORDHAM, as a pivot offense team, meets many extreme types of sloughing defenses (collapsing, sinking, floating) aimed at "killing" the hole area. Since we play our All-American prospect, Ed Conlin—a fellow who averaged 23.5 points a game last season—in the hole, we expect the defense to try to make it difficult for him to secure position and be fed from the outside.

Our offensive problem is to keep the defense "honest" and thus provide Conlin with better position. We do this with a series of maneuvers called the Clearout Series.

Briefly, this series involves a reverse cutting move by the corner men and fine timing on the part of the entire team. Properly executed, it assures the delivery of the ball to the right man at the right time.

We encourage individual initiative in this series and some of our best moves stem from spontaneous reactions to the varied defensive tactics. There's no substitute for initiative in basketball. It can change a stereotyped pattern into a forceful, fluid attack.

For this reason, we put in a lot of practice time on individual weapons

such as the change of pace and change of direction. These maneuvers are employed in every phase of our series, and our coaching work along these lines have paid handsome dividends.

Diag. 1 outlines our 2-3 pivot attack and the general sloughing pattern we usually encounter. The most extreme slough is pulled inside and away from the ball, with the defensive pivot man fighting hard to keep in front and deny good position to our hole man, while the up-court guards are playing our outside men according to their ability to hit with the set shot.

Like many pivot attack teams, we like to feed the ball into the hole via the corners and the natural triangle set up by the strong-side corner man, the guard, and the pivot man. With practice on feeding and good comprehension of the value of position, our boys become skillful at working with the pivot man despite the floating tactics of the defense.

To relieve some of the pressure on the feeders and pivot man, we clear out the entire side of the court. This maneuver is initiated on a signal by the guard or forward

bringing the ball into the offensive court. If the opponent catches on to the signal, we're prepared to change it instantly. But in the three years we've been working the clearout series, we've had to change it only twice.

At the signal, the strong-side corner man (3) clears out across the lane, taking the path indicated in **Diag. 2**—that is, along the endline and under the basket to the opposite corner position.

The pivot man (5) joins this clearout man as he comes into line with the lane, in what appears to be an effort to set up a double screen away from the ball.

However, as the defense starts to adjust its position to meet the screen-away move, our pivot man rolls back into very favorable position for the pass from guard 1. The latter has maneuvered with his dribble into the best possible feeding position—which, I repeat, is from the side. This move is called Series A.

We always insist that the offensive moves be dictated by the position of the defense. It would be foolish to run the pattern where the offensive position is unfavorable or

the defense had adjusted so well that neither the pass nor the passer can be spotted at the right time.

This is where the player's intelligence comes in. Last season we won a game in the closing seconds through the excellent opportunism of our captain, Al Larkin. The setting was this: Tie score with Fordham in possession in its offensive court and Series A decided upon as our scoring pattern.

As Conlin rolled back, Larkin saw the defense gang up in the lane to smother him. Larkin therefore faked the pass into the hole, then drove down the open side for the layup at the three-second mark—a real demonstration of initiative and basketball savvy!

At this point, you might claim that the defense will soon cover the clearout man with a lag or zoning move to kill the area for a moment longer. This has been done by a few teams, but we've come up with the answer—a simple, timed reverse from the corner that discourages any lag by the corner defensive man.

We call this move Series A-1. As shown in **Diag. 3**, the feed now comes in from the front with the pivot man coming up to meet the pass. The corner man (3) reverses and gets hit with the ball as he goes under—the pivot man generally using a back bounce pass for the purpose.

The play can be set up during any time-out, with the coach advising the boys to run A-1 to control the slough.

Diag. 4 outlines another option off the basic A move. Called Series A-2, it's designed for occasions when our pivot man, after rolling back and being fed the ball, finds himself in unfavorable position.

The guard (1) still feeds the ball, but the pivot man now looks for the long cutter (4) who has been freed by the clearout man's (3's) screen.

Our cutters are trained to clear out of the area whenever they're passed up, so that the territory can remain open for offensive gestures by their teammates.

Diag. 5 blueprints our last move, Series A-3, which has proven effective when used alternately with A, A-1, and A-2. In this option, we run the clearout man (3) through the middle of the lane—his path constituting the signal for the play.

The pivot man again joins the clearout man as he comes across the lane, but this time they continue on to set up a double screen away from the ball on the defensive man in the opposite corner.

We try to pocket the defensive man so that our corner man (4) has the option of cutting through the middle or reversing and cutting back under the basket. This has proven extremely effective in keeping the defense honest on both the strong and weak sides.

The timing of the screen and the position of the screeners must be carefully worked upon in practice, with great attention to detail. The players must be drilled in reaction and movement to defensive switches. We've incorporated these movements, which we call "switch-mango" moves, into every offensive system we teach.

We hope this clearout series helps your attack. We know it has given fluidity to our inside attack and has successfully countered excessive sloughing from the corners.

In closing, remember: This isn't a rigid pattern. Encourage individual initiative; keep telling your boys to adjust to the defense.

BASIC CLEAROUT

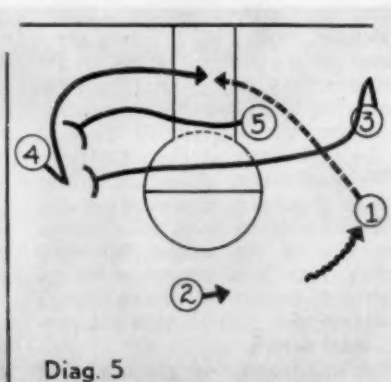
(SERIES A)

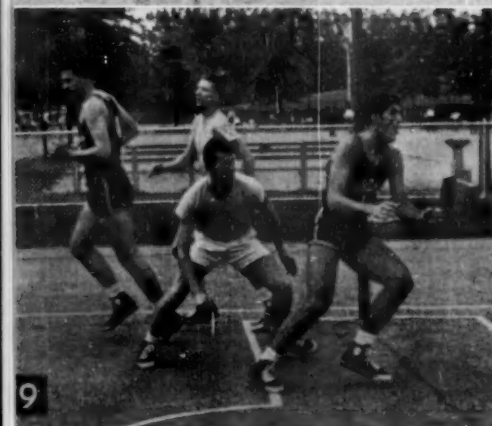
WHENEVER the defense starts floating in an effort to hamper its pivot attack, Fordham promptly goes into its corner clearout series—a series of moves designed to alleviate the pressure on the feeders and pivot.

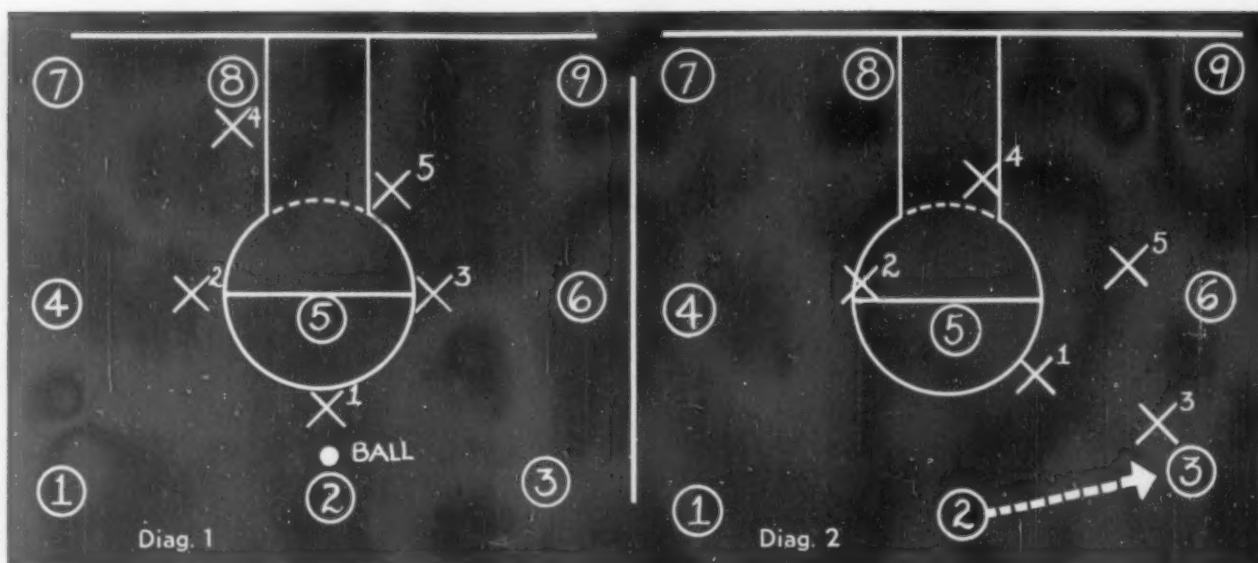
The picture sequence on the right shows the basic clearout play, designated as Series A in **Diag. 2** on the preceding page.

Ed Conlin, the Rams' All-American prospect, is shown playing the pivot with big Danny Lyons in his regular corner spot (No. 1). At a signal by the ball-handler, Lyons fakes a move upcourt (No. 2) and then starts clearing out along the endline (Nos. 3-4). Conlin, after faking a pass reception, waits until Lyons comes into line with the lane and then joins him in the clearout (No. 5).

Both men cross the lane in what appears to be an effort to set up a double screen away from the ball (Nos. 6-7). As the defense starts to adjust to the move, Conlin suddenly stops (No. 8) and rolls back to the cleared out area (Nos. 9-10). He is now in excellent position to take a feeding pass from the side or outside (No. 11) and go up for an easy shot. Lyons continues to the opposite corner.







EVER since John Lawther, an outstanding authority on zone defense, took over the basketball coaching at Penn State in 1936, the Nittany Lions have been recognized as one of the major exponents of this style of defense.

The writer learned his basketball from Lawther, first as a player (1938-42) and later as assistant coach (1945-49). During these years, Lawther operated primarily from a 2-out 3-back sliding zone.

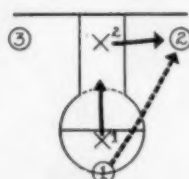
When he resigned after the '49 season, the writer was appointed to succeed him. And during the ensuing five years, Penn State continued using the sliding zone but with the primary emphasis on the 3-out and 2-back alignment.

Last season, Penn State was very

successful in combining a full-court press (described in the October issue) and the sliding zone defense to finish third in the NCAA tournament. Many coaches inquired about the sliding assignments of our zone, and this article is forwarded in answer to their questions.

The first job in teaching such a zone is to introduce the boys to the unfamiliar sliding movements and to break them of the habit of guarding one particular man on defense.

3-ON-2 DRILL



The 3-on-2 drill shown in the accompanying diagram is used for this purpose.

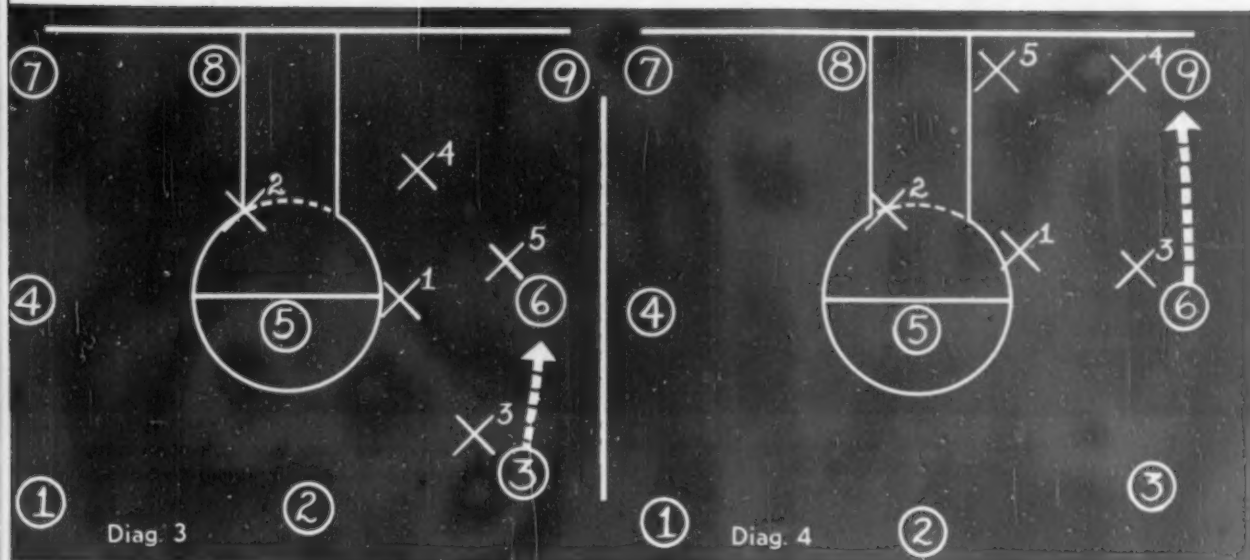
In this drill, the three offensive players (1, 2, and 3) attempt to score against the two defensive men (X's).

No. 1 assumes a position at the point on the foul circle farthest from the basket. No. 2 sets up halfway between the basket and the right sideline, while No. 3 deploys halfway between the basket and the left sideline.

Defensive man X-1 guards the man with the ball, while X-2 takes a position under the basket midway between the other two offensive men. X-2's job is to guard the attacker (2 or 3) who receives the pass from 1.

By **ELMER A. GROSS**, Head Coach, 1949-54

PENN STATE'S SLIDING ZONE DEFENSE



When 1 passes to 2, as shown, X-2 quickly slides into a guarding position between 2 and the basket. X-1 moves his left foot backward, as he faces the direction of the pass, and quickly slides into a position halfway between 1 and 3. His job is to guard the man (1 or 3) who receives the pass from 2.

On every subsequent pass, one defensive man will always guard the opponent who receives the ball while the other defensive man will take a position near the basket between the other two attackers who are in position to receive a pass.

The three offensive players must remember to keep spread in triangular formation, or the two defensive men will have an easy job of breaking up or stealing passes.

The attackers must be taught to shoot from any position about 15 feet out, since they'll seldom be able to work in any closer against a pair of good defensive men.

Another excellent drill that helps teach the zone principle of sliding with each movement of the ball is the 9-on-5 drill outlined in **Diags. 1-6**. Since five men cannot guard nine men individually, the five men must work in close harmony.

The most important point to remember in teaching the 3-out 2-back sliding zone is: *Every time the ball moves, each defensive man must automatically assume a certain position on the floor.* The diagrams depict the basic slides of the five men.

Diag. 1 shows the starting posi-

tion when the ball is in the vicinity of X-1. The latter's primary job is to keep the ball out of the foul circle area. He usually doesn't move too far from the circle unless the team has orders to employ a half-court press.

X-2 places his left foot on the point where the foul line intersects the circle while X-3 places his right foot on the opposite intersection.

The two back men, X-4 and X-5, do not line up parallel to each other; one is "up" and the other is "back." These two men talk it up, one calling "up" and the other calling "back." X-4, the back guard here, sets up two yards from the notch with his left foot on the line. X-5, the up guard, plays two feet from

(Continued on page 32)



ARIZIN SHOOTING

JUMP • SET • HOOK

*The Warriors' scoring ace
exhibits the fine shots that
have made him tops in the NBA*



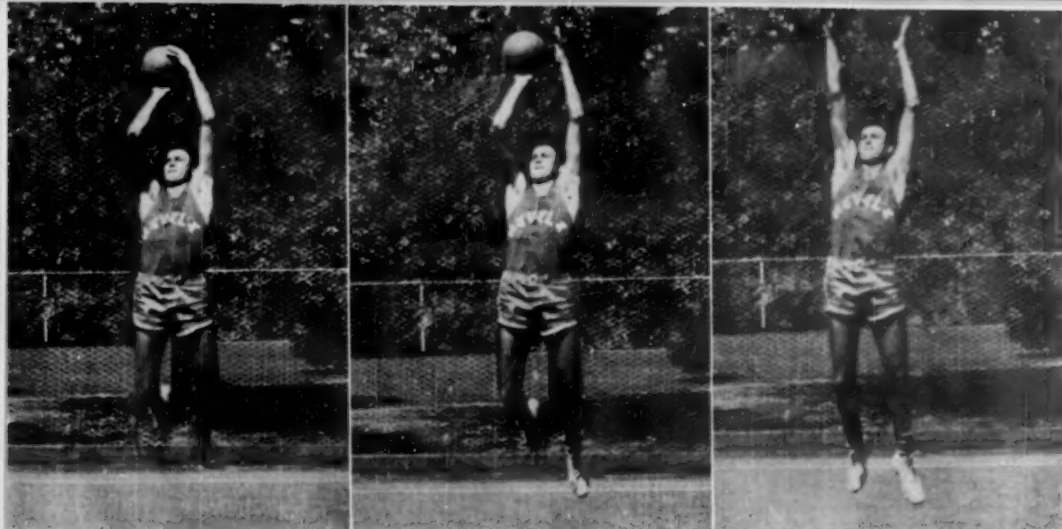
Probably the greatest jump shooter in the world, Arizin gets way up in the air, bringing the ball up



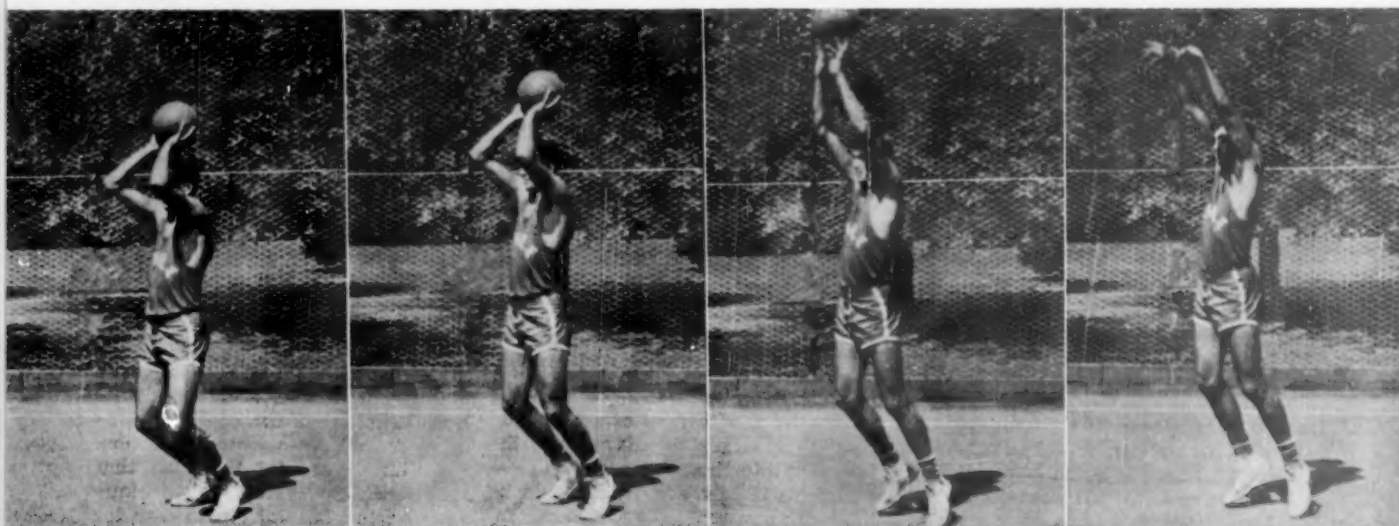
Here's a real pro two-hander that's impossible to block. The ball is brought up overhead, as the knees bend and the weight moves forward over the balls of the feet. Keeping his eyes trained on

All of Arizin's catlike agility and marvelous coordination is graphically depicted in this sweeping hook shot executed on the run. After driving down the left side, he shifts the ball over to his left hand—protecting it with his entire





with both hands. He faces the basket and extends the arms fully. At the peak of his jump, he re- moves the guiding hand and releases the ball softly with a flip of the wrists and fingers.

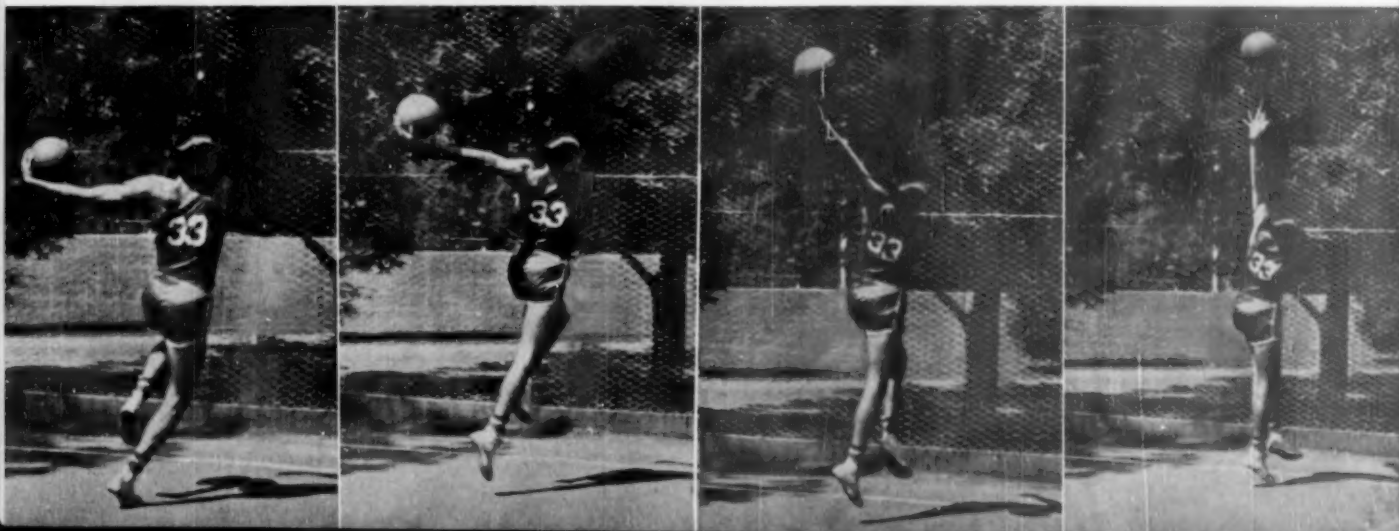


the front rim of the basket, Arizin releases the ball with a wrist flip and extension of the forearms. The knees straight-

en out, the body comes up on the toes, and the hands follow through beautifully. Note the ideal relaxation of the body.

right side. He extends his left arm all the way out, cradling the ball on his wrist. As his left leg comes forward,

he leaves the floor and releases the ball with a beautiful sweep of his arm. Look at that body lean in picture No. 6.



An Analysis of Sprains

ANKLE • FOOT • KNEE • HIP • SHOULDER
ELBOW • WRIST • FINGER • SPINE

THE conditioning of an athlete may mean the difference between the success or failure of a team. The more adequately conditioned a man is, the less likely he is to be injured and thus lost to the squad.

Injuries, however, are inevitable; and often raise a serious question: Should the athlete be permitted to continue playing or should he be temporarily or permanently sidelined?

The decision of the coach, medical advisor, or conditioner may be very important to the boy's welfare, and it is hence a heavy responsibility.

In certain clearly demonstrable injuries, such as an obvious fracture, there's no problem in reaching a decision. In many lesser types of injuries, however, the decision may pose a dilemma—that of choosing between the individual's welfare or the team's success.

Unfortunately, all secondary schools aren't able to have a medical man present at all contests, while some colleges cannot or neglect to have medical attendants at practice sessions. The coach is given complete responsibility for deciding whether to play an athlete after an injury.

This doesn't always work out happily. Since the coach's primary responsibility is the production of winning teams, his judgment can understandably be influenced by personal interest. This is a position in which no person should be placed.

Sprains, being a traumatic condition commonly occurring in athletic contests, serve as a good example of the so-called "minor" injury. And yet the consequences of re-injury can be so serious as to raise the question of continued athletic participation.

For a fuller understanding of

sprains, it's essential to know what happens in such an injury. A sprain is a tearing of a joint ligament. The ligaments are sheets of strong, flexible, but inelastic fibres which generally run parallel to each other and are interwoven with the bone coverings to which they're attached.

Ligaments are a part of all joints but vary in length, depending upon the range of motion in a given joint, and in strength, depending upon the support they're expected to give.

It's evident that where a violent strain is put on a ligament which is short and strong, there's a limit to the pressure the ligament can take without tearing away from its attachments. The resulting injury is called a "sprain."

SYMPTOMS OF TEAR

The tearing of the ligament, like the tearing of any tissue, is accompanied by the tearing of small and sometimes larger blood vessels with bleeding into the tissues, which explains the sudden swelling and dark discoloration.

Since competent medical men are sometimes unable to tell whether a given injury is a sprain or a broken bone without an x-ray, you can hardly expect the coach or the conditioner to determine this on the field of competition. It's this type of problem that makes the position of the coach or conditioner so difficult.

Sometimes the injury is more serious than it first appears, and it's advisable to take the player out of the game for a more careful examination and to allow time to observe swelling and other evidence which appears in a few minutes.

ANKLE SPRAINS: The ankles are undoubtedly most susceptible to sprains, with the ligaments on the outer side being more frequently injured than the ligaments on the inner side.

The ligament on the outer side is a fan-shaped structure attached above to the lower end of the shin bone (fibula) and spreading out to attach to several of the bones of the foot. As a rule, this ligament tears away at its attachment to the fibula. But it may also tear at its attachment to one of the foot bones.

The vast majority of ankle sprains heal eventually whether they receive expert attention or not—the length of the disability varying.

There seems to be two schools of thought in regard to treatment. One school believes in protecting the ligament for a period of three or four weeks, either by means of adhesive plaster or a plaster-of-paris cast. The other school believes in the injection of a local pain-relieving solution into the tissues around the ankle, and placing weight on the foot, immediately after strapping.

Since it hardly seems possible that two such completely opposite plans of treatment can both be right, this places the coach or conditioner in an awkward position. He'd like to accept the plan that allows the individual to continue activity, but he won't rest easy for not supplying the treatment which will rest the injured ligament, even though it deprives him of the services of the player.

Unfortunately, there's no laboratory method, such as the x-ray, which can determine the actual extent of a sprain. So, while a coach would be justified in continuing an athlete in competition in the presence of a mild sprain, the decision is a risky one.

Medical authorities state that in at least certain types of sprained ankles, persistent and disabling pain may occur if the ankle isn't adequately treated by rest. Cases of severe ankle injury where no bone injury could be found by x-ray have been known to culminate in marked overgrowth of bone between and around the bones making up the ankle joint. Players have been continued in activity in spite of injury.

FOOT SPRAINS are generally

By **EDWARD D. O'DONNELL**

Supervisor of Athletic Conditioning, Yale University

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classified as sprains of the ankle, which is inaccurate from a strictly medical viewpoint but of little significance to the athletic conditioner. Medical authorities believe that if an affected ligament is adequately protected and the player isn't greatly hampered in his activities, he may continue active participation. However, it places the responsibility for what is adequate protection on the coach or conditioner.

KNEE SPRAINS are probably secondary in frequency to those of the ankle. The medial, or inner side of the knee, is most commonly injured, but the ligament on the outer side of the knee may also be torn. There are also ligaments in the center of the joint, called the crucials—anterior and posterior, which may be, and commonly are, injured.

SEVERITY OF DAMAGE

Severe injury to the ligaments about the knee joint is possible because of the leverage which can be applied to the ligament through the bones of the leg below the knee. A competent medical examiner may readily determine the severity of damage.

A complete tear might require surgical repair, but the incomplete tear leaves a weakened condition which a subsequent injury might make complete. Crucial ligament injuries are difficult to repair satisfactorily.

HIP: The hip isn't commonly the site of recognizable sprains, although they are said to occur. In all probability, they're recognized only when the sprain permits dislocation of the hip—in which event they do not require discussion here.

SHOULDER SPRAINS: Here, again, the more serious follow-through injury, or dislocation of the shoulder, occurs so commonly that the sprain itself is seldom recognized. Yet it does occur, and it's quite possible that if recognized and protected, the follow-through injury of dislocation might sometimes be prevented.

The effective treatment of the torn ligaments following the first dislocation probably represents the best safeguard against a recurrence (of the dislocation). Since the proper treatment of the dislocation is the province of the physician, the coach or conditioner can do nothing. But it would be well for the coach to familiarize himself with the various harnesses which have been devised to prevent recurrence of dislocated shoulders during games.

ELBOW SPRAINS are common and, like other sprains, may lead to

a dislocation at the joint. Unfortunately, it's difficult for a layman to estimate the severity of a sprain in this joint. This would suggest caution in playing an athlete with an elbow injury, especially if it's accompanied by pain, until after medical examination.

WRIST SPRAIN is a very common layman's diagnosis. Actually, wrists sprains are so infrequent and fractures so frequent that most doctors won't make a diagnosis without an x-ray. From this it's evident that a coach or conditioner should never classify an injury to the wrist as a sprain. Again, competent medical examination is essential whenever an injured wrist becomes painful.

FINGER SPRAINS: Theoretically, any finger joint may be sprained, and while such injuries are regarded lightly, neglect in the treatment of them can cause pain and disability for months; whereas adequate rest of the affected joint can relieve symptoms in a matter of weeks.

SPINE: The two points of susceptibility in the spinal ligaments are the neck and the low back. In the neck, the danger of dislocation as a "follow-through" injury after ligamentous damage is very great; and the serious possible result of dislocation—death or complete paralysis—should influence the coach to retire any player suffering from a neck injury until the full extent of the injury has been determined by a physician and authorization for competition obtained from the physician.

LOW BACK SPRAIN

Sprain of the low back isn't common in athletics and seldom causes any long or serious disability. However, with the recognition of the importance of low back sprain in relation to later disc protrusion, it would be well for the coach to insist upon adequate medical opinion before the player is returned to action.

To sum up, it may be said that although an uncomplicated sprain in itself may not be a serious matter, the possibly serious sequels and complications which may occur if the sprain itself isn't recognized or adequately protected, necessitate firm action by the coach or conditioner who doesn't have a medical attendant.

He must see that all possible safeguards are taken to eliminate the danger of the follow-through injury.

Good diagnosis and effective treatment is the "winning" formula.



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By JOHN A. BYRNE, Lincoln (Calif.) High School

SCREEN-TRAP OFFENSE

DURING the pre-season, basketball coaches are constantly striving to devise new plays that will add potency to their offense. The accompanying screen-trap series shows one way in which this may be done. It may be used as an offense per se, or as a sequence to supplement the regular offense. Either way it will come in mighty handy.

The writer originated it while coaching a service team four years ago and adapted it to high school material while coaching at Washington Union H. S. in Fresno, Calif. He feels it can provide a highly useful weapon against the man-to-man defense.

The series is built around a unique double screen. This trap is set by two men standing side by side with enough room between them to let a teammate go through but not enough for the defensive man to go through at the same time.

The traps can be set up anywhere, but are especially effective when set up by the center and a forward on the foul line.

As shown in **Diag. 1**, the ball is passed from the guard (1) to the second forward (3). The guard on the side of the trap (2) then cuts through the space between the double screen, and is fed by 3.

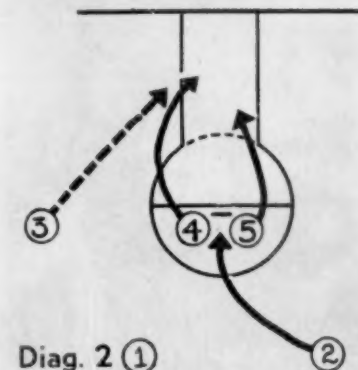
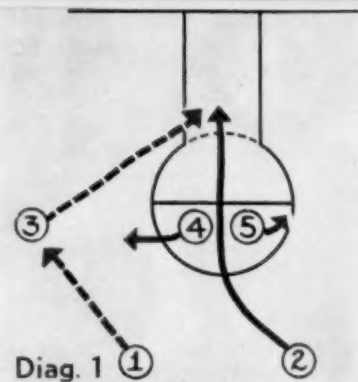
After the cutter passes through the gap, the center (4) breaks toward the feeding forward while the screening forward (5) pivots around and waits. If his man switches to pick up the cutter, he (5) will be clear for an easy shot.

Diag. 2 shows the next situation which arises from this screen trap. One of the men guarding the double screeners has stepped in front of the gap, blocking the path. To meet this situation, the cutter (2) comes to a stop in the gap, while the screeners instantly pivot and break for the basket. The free man is fed by 3.

When the opponent taking the cutter moves into the gap to block the path (**Diag. 3**), the cutter fakes toward the gap and then breaks around the screen for the pass from 3.

The screen trap may also be set up by using the forward and center as a double screen for the opposite forward. As shown in **Diag. 4**, the play is executed in the same general manner—with the forward breaking through the gap and the ball being fed by the outside guard.

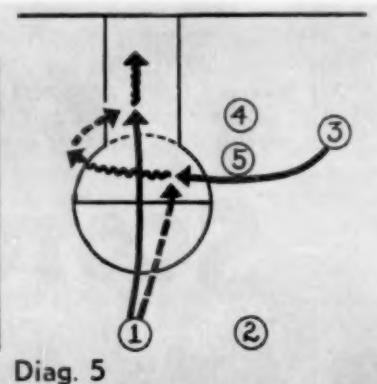
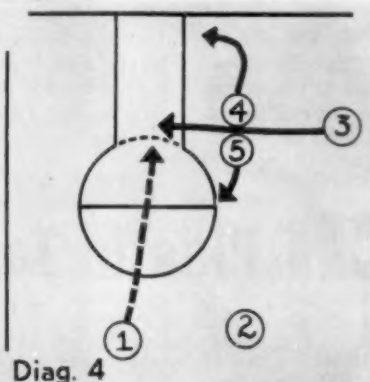
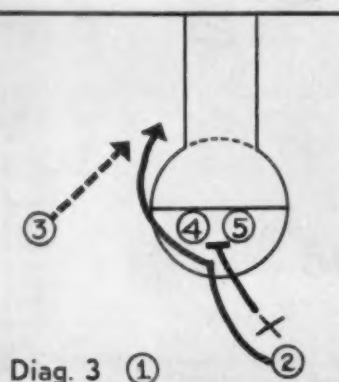
If the defense switches to cover the cutting forward, the outside guard may break after passing and receive a pivot pass from the forward (**Diag. 5**).



The success of these screen traps depends on quick thinking and swift reflexes. The plays cannot be defended where the boys react quickly and properly to the defensive situation.

Actually, there aren't too many defensive possibilities inherent in the situation, and the coach can drill his boys on handling all of them. It's a big help to have a pair of fast, shifty men on the outside and a couple of big fellows in the screening slots. But almost any type of personnel can be worked into the pattern—with generally excellent results.

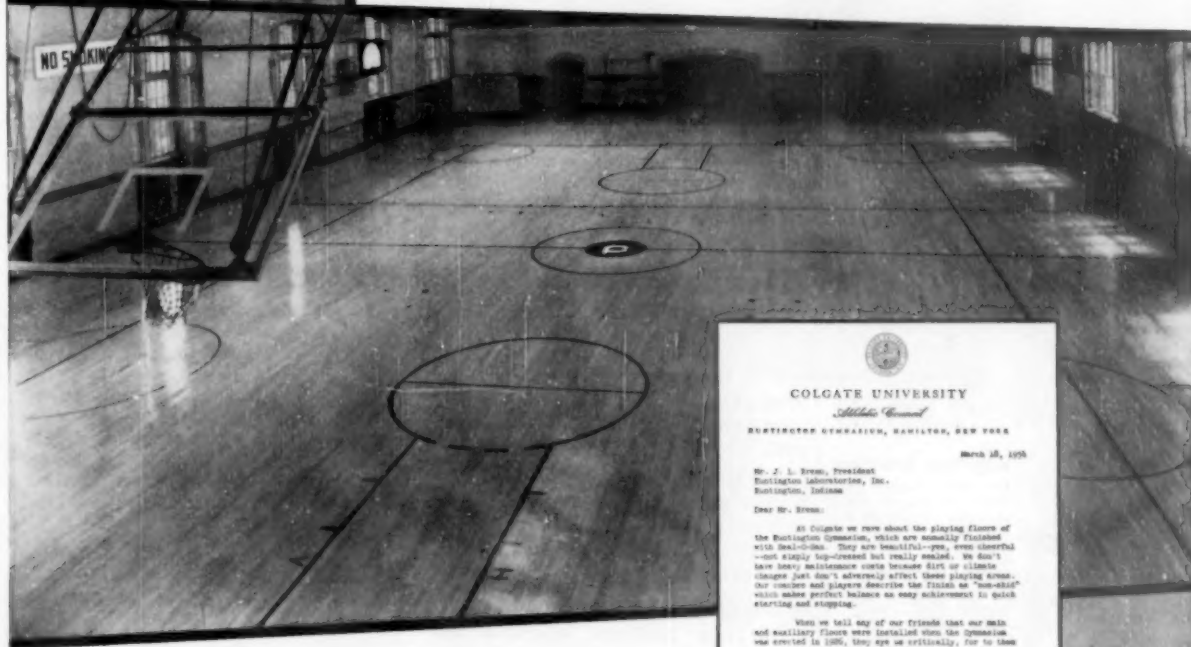
As with any type of set offense, the players should be cautioned about forcing the ball through. If the cutter doesn't shake free, the ball should be withheld.





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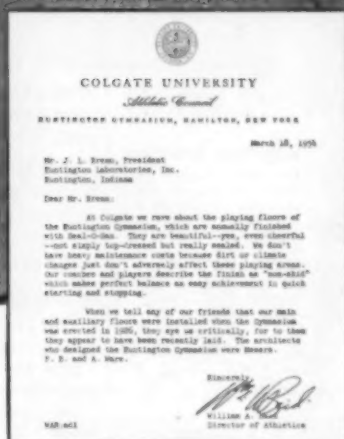
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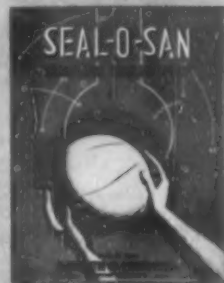
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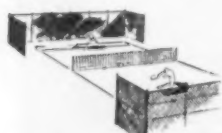
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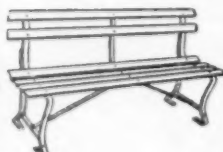
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By **WILLIAM L. KRUSE**
Instructor, Southern Illinois Univ.

Kentucky's Scouting System

THERE are three accepted methods of scouting in basketball: (1) using professional scouting agencies, (2) by movies, and (3) by personal observation.

Kentucky, the country's perennial basketball power, subscribes to the third method. The Wildcats' top scout, assistant coach Harry Lancaster, asserts that "Scouting through personal observation constitutes the most reliable method of all. Kentucky's scouting chores are handled by a member of the coaching staff or some person who assists at daily practice. Such individuals are thoroughly familiar with our strengths and weaknesses and are thus better qualified to submit a report."

Personal scouting reports may be broken down into two groups—objective and subjective. Objectively, the reports will include the following essentials:¹

1. Objective Data (Individual):

- (a) Long field-goal attempts and goals scored.
- (b) Medium field-goal attempts and goals scored.
- (c) Short field-goal attempts and goals scored.
- (d) Total field goal attempts and goals scored.
- (e) Free-throw attempts and goals scored.
- (f) Loss of ball—through violations, through poor ball-handling, through poor passing.
- (g) Interceptions.
- (h) Tie-ups.
- (i) Jump-ball recoveries.
- (j) Offensive rebound recoveries.
- (k) Defensive rebound recoveries.
- (l) Assists.
- (m) Personal fouls.
- (n) Points-responsible-for.
- (o) Total points.

2. Objective Data (Team):

- (a) Team totals for each of the individual items listed above.
- (b) Team shooting percentages and

averages for long, medium, and short shots, and free throws.

(c) Running score.

The above data are all essential and, if at all possible, should be recorded. Unfortunately, few schools have the funds to send enough scouts to record all these details.

Objective shot charts are also open to fallacies. Perhaps on the night in question the key individual or individuals might be "off." Thus, the ability of the best scorer and his relative worth to the team might not be brought out by the shot chart.

Since scouts are seldom able to scout a team more than once or twice, the shot charts consequently may lack reliability. Lancaster asserts "We aren't too concerned with the individual movements and whether a team can hit from the inside or outside. We think in terms of defense, and feel that the subjective method of scouting is the most reliable for our purpose."

Subjective Data would include the following observations:²

- (a) Scouted team's offense and opponents' defense.
- (b) Scouted team's defense and opponents' team offense.
- (c) Jump ball plays (both teams).
- (d) Rebound organization (both teams).
- (e) Free-throw organization.
- (f) Out-of-bounds plays (both teams).
- (g) Personnel (both teams).
- (h) General comments and suggestions for future games.

Kentucky likes to have its scout arrive early enough to be seated before the teams appear on the floor. An early arrival assures sufficient time to organize the materials needed to evaluate the players and the game. Essential materials include pencils, adequate diagrams to record offenses and defenses, and sufficient paper to sum up the observations.

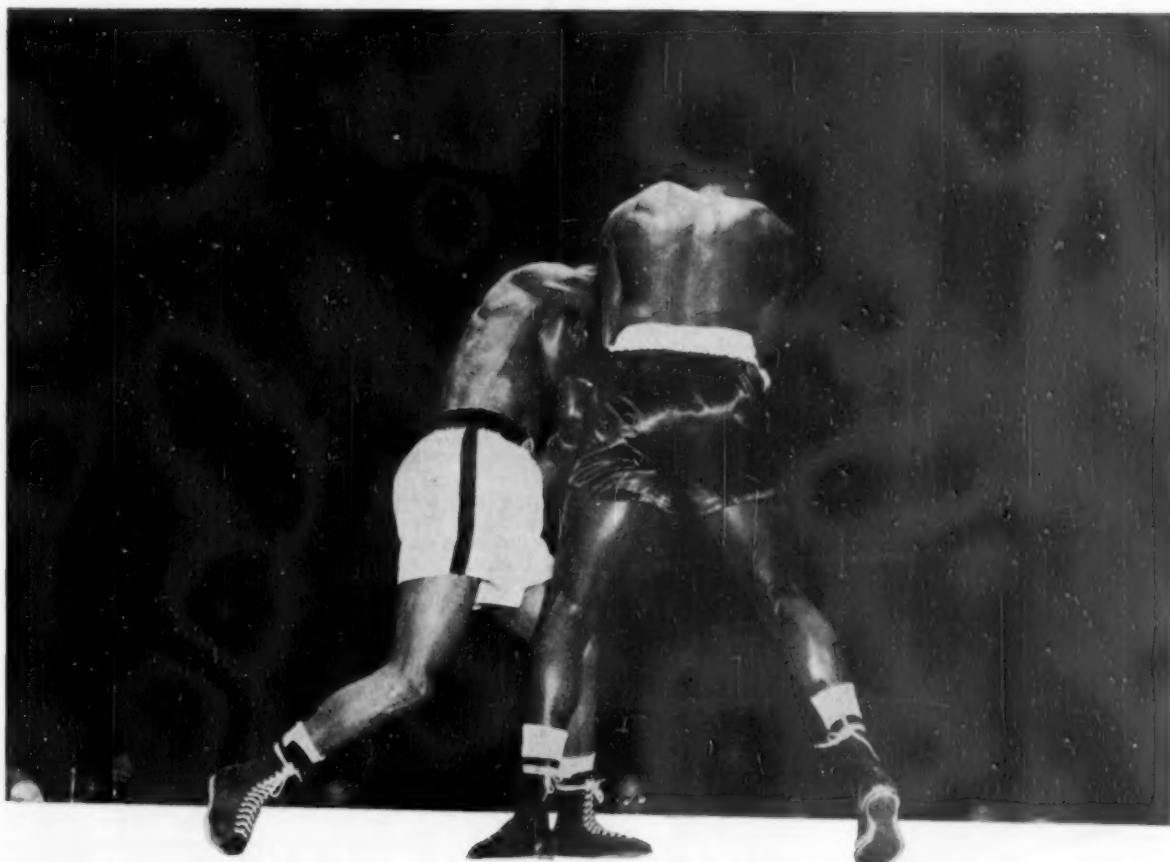
Following are the guides used in scouting individual movements:³

- (a) Use program to get line-ups, name, number, height, weight. List starters' first, then most likely substitutes. Check whether right or left handed shooter, passer and dribbler. Does he shoot two-handed set from out? Which side does he prefer to drive by on? Will he drive? What are

¹Hobson, Howard, *Scientific Basketball*, New York: Prentice-Hall, Inc., 1949.

²Ibid.

³Rupp, Adolph, *U. of Kentucky Scouting Charts*, Revised 1950.



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his fakes? Does he get out on fast break? Is he first, second, third, or last out on fast break? What are his weaknesses, offensively and defensively?

(b) Note position of feet. Are there give-aways when he will shoot or drive?

(c) Make your defensive assignments take into consideration height, speed, all-around ability, position on fast break, etc. Does he fight the boards? Is he a team man? Can he be upset mentally? etc.

When schools fail to list the heights, numbers, and weights of the individuals, the scouts are instructed to fill in this data by guessing. If the scout feels a player is 6', he's instructed to list him on his chart as 6' 2". Kentucky tries to over-estimate rather than under-estimate opponents.

The points listed above are observed during both the warmup drills and the actual game, and are recorded on Form No. 1. This form contains six individual boxes (to be filled in) for each player, namely: No., Ht., Wt., Rt. Handed, Lt. Handed, 2-Handed (ambidextrous).

While the game is in progress, the scout records the following information (on Form No. 2, consisting of diagrams of the entire floor):

I. Tipoffs:

(a) A diagram labelled "First Half Tipoff" is used to diagram the positions of the opponents at the opening tipoff.

(b) Designate where they tip and to whom they prefer to tip. Also decide who can control the tap.

(c) A diagram labelled "Second Half Tipoff" is employed as above—this shows any change in their setup.

(d) Two half-court diagrams on this form labelled "Offensive Setup" and "Defensive Setup" are filled in after the game. These diagrams also show the approximate floor position of each opponent, offensively and defensively.

II. Offensive Setups:

(a) Observe for several minutes until it becomes clear that certain individuals play certain positions. Diagram these individual positions on half of your floor diagrams. Then attempt to chart the various plays, or their pattern. Don't dwell on possibilities—just chart the definite things they do. (Form No. 3, consisting of six large half-court diagrams, is used for this purpose.)

III. Defensive and Offensive Free Throws:

(a) Diagram their setup showing the position of each man by number. If they have a definite fast-break pattern following a free throw, diagram it. Show who takes ball out of bounds if throw is successful—if missed, do they tip out to side men, etc. (Form No. 4, consisting of four half-court diagrams—two for defensive free throws and two for offensive free throws, plus two small full-court diagrams for fast-break patterns.)

IV. Fast-Break Patterns: Diagram fast-break pattern as soon as it becomes apparent. Use second full-court

diagram in Form No. 4 to show variations of pattern. Note first and second men on first break. Who is last man?

V. Out-of-Bounds: Diagram every offensive out-of-bounds setup. Try to get correct position of each man on the first out-of-bounds ball and show all screens and moves. Note any signals—voice commands, bouncing ball, or perhaps position of ball is key to play. List any individual moves or fakes. (Form No. 5, consisting of six half-court diagrams.)

VI. Team Offense: Write this up clearly and fully as soon after the game as possible. Discuss their general pattern of play. Is it single or double pivot? Are they definite or are they a situation ball club? Describe their fast break or are they a ball-control club? Do they consistently work to one side or to both? What defensive adjustments must we make to stop their stuff? Should we stay tight, shift or sag. Can we pick them up down the floor? What are their offensive weaknesses—strengths?

VII. Team Defense: Are they man for man? Do they shift, sag, or run through? How do they play the opponent's pivot man? Which of our plays will go against them? Can we add something new to take advantage of their defense? Can we control the boards on them? Can we fast break them?

Form No. 6, labelled "Team Characteristics Check List," is employed to determine the information wanted under VI and VII. The scout is asked to check "Yes" or "No" on the following points:

Big?
Fast?
Smart?
Aggressive?
Good condition?
Good rebounders?
Good reserves?
Courage when behind?
Single pivot?
Double pivot?
Rotating pivot?
Good ball-handlers?
Long passes?
Fast break?
Do they drive?
Do they give and go?
Do they use sleeper?
Do they shoot long?
Two-hand sets?
One-hand sets?
Do they dribble a lot?
Come on dribble?
Man for man (run thru)?
Switching man for man?
Do they sink?
Zone?
Full-court press?
Mid-court press?
Will they let you set?
Ball-hawks?
Can we screen them?
Long outlet pass on fast break?

When the scouting report has been completed, the information is presented to the squad. The Thursday practice session is devoted to an analysis of the opponents' defense. The freshman squad serves as the defense.

(Concluded on page 35)

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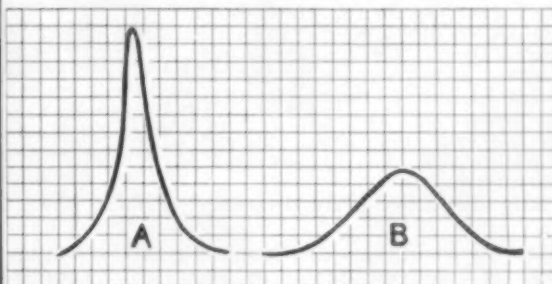
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COACHES' CORNER



Please send all contributions to this column to Scholastic Coach, Coaches' Corner Dept., 33 West 42 St., New York 36, N. Y.

PAUL LARSON, the California qb flash, and his favorite professor, Garff Wilson, went out to dinner one evening. As they were being seated, Larson was spotted by Charlie Dressen, the new Washington baseball manager. "Come over here," yelled Dressen, "I want to show you a real play."

So Larson deserted his host and watched Dressen sketch a play he had conceived as quarterback for the old Decatur Staleys, forebears of the Chicago Bears.

A half hour later Larson returned to his table. "Well, was it a good play?" Wilson snapped.

"Sure was," drawled Paul. "I scored."

Larson is a cocky dynamo who likes to stir up things up. Just before the kick-off of last year's Baylor game, Paul stepped confidently into the Bears' huddle. Slapping the boys on their rumps, he shrieked, "Now, let's everybody get right in there. Block like you've never blocked before and we'll carry the kick right back for a touchdown."

"That's great, Paul," interrupted the center, Matt Hazeltine, "except that we're kicking off."

It happened in downtown Detroit during a showing of that epic, *Demetrius and the Gladiators*. Demetrius had just killed three tigers in a hand-to-hand struggle. As the third beast breathed his last, a baseball fan in the audience turned to his buddy.

"Cripes," he snorted, "the Tigers lose three in a row again."

Early the past summer our husky 9-year-old nephew dropped in for a two-week visit. We spent a lot of time playing baseball with him and sent him back to his daddy with lavish praise about his strong throwing arm and potential as a catcher.

Husky little Pete was then sent to

camp. The first day his daddy visited him, he found Pete playing third base. "What's the idea, Pete?" he inquired. "Your uncle tells me your real position is catcher."

"No, sir!" firmly retorted the youngster. "Third base is the position for me." Pause. "It's the only position in the shade."

Betcha those Gettysburg (Pa.) sportswriters are awfully happy the football season is over. Look at those Gettysburg College names they had to spell correctly every Saturday—Dick Lewandowski, Ernie Paliszewski, Frank Gagliardi, Joe Robinski, Tom Kostelac, Dave Lichtenfeld, and Fritz Lockenmeyer! Sounds like one of those old-time Fighting Irish teams!

Like that answer that Rip Engle gave reporters asking how the alumni were taking Penn State's upset defeat by West Virginia. "The alumni," replied Rip, "are saddened but not sadistic."

Vic Janowicz's baseball feats with the Pittsburgh Pirates last season weren't exactly heroic. His catching was good enough; his batting something less. After the season, he joined the Washington Redskins pro eleven. Against the N. Y. Giants one Sunday afternoon, he made a particularly vicious tackle. A press box occupant looked up and exclaimed, "Who hit that ball-carrier?"

"Janowicz," he was told, "and it's the first hit he's made all year."

The fabulous Westerly (R. I.) H. S. hoop coach, Jimmy Federico, has called it a career—and what a tremendous record he leaves behind! In 16 years of head coaching, his team won 273 of 298 regularly scheduled games—for a staggering 92% winning percentage!

His record includes 11 class championships in a row, 3 state crowns, 7 undefeated seasons, a winning streak of 89 in a row, and another of 73 in a row. But for one defeat, he might

have rang up 162 straight! A great disciplinarian and conditioner, he will be missed in New England "fire-horse" basketball circles.

Columbia was so thin in the backfield last year that Lou Little had to move his center, John Nelson, into the full-back slot. John set an all-time record for immediate orientation. On his first play as a back, he crashed into the line—and was stopped cold.

"What's the matter with you no-good linemen?" he shrieked. "Don't you ever open up any holes?"

Jack Dittmer, the Milwaukee second baseman, was a star end at Iowa and his teammates like to kid him about it. One afternoon against the Giants, he made a sparkling catch on the dead run going toward centerfield. Trotting back to the bench, he was accosted by right fielder Andy Pafko. "I want you to know," drawled Andy, "that I was in there blocking for you all the way."

Indian shortstop, George Strickland, has a subtle way of baiting umpires. Ask umpire Bill Grieve. One day Mickey McDermott fired a curve that broke so low it almost landed in the dirt. Grieve called it strike two. Strickland turned and started to walk away. "Hey," Grieve called, "where you going? That was only strike two."

"I brought the wrong club," snapped Strickland. "I'm going back and get a wedge."

Jack be handy. Jack Roper fought Joe Louis for the title a half-dozen years ago. "Did you go down when he hit you?" he was recently asked. "With Louis in front of me, the ropes in back of me, and the law of gravity preventing me from going up," Roper replied, "where else could I go?"

"Wish to congratulate you on that excellent article by Otto Ryser in your October issue," writes Frank E. Shumway, physical education director at Churchville (N. Y.) H. S. "It certainly was about time that someone came forward in defense of a properly integrated program of calisthenics."

"Physical fitness seems to be disappearing in a great many localities. Surely the muscular fitness tests given to American and European school children, as reported in the May 1954 issue of *The Research Quarterly*, should serve to warn all concerned with physical education."

"These tests were failed by 57.9% of the Americans and only 8.7% of the Europeans! While I don't believe in going overboard for a fitness-type program, I do not think that ping-pong, shuffleboard, etc., will raise the health level of the American child. I firmly believe that both fitness and carry-over activities plus athletic games can be integrated into a successful program."

"Needless to say, calisthenics has a definite place in our program at Churchville High."

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Songs, Games, Dances Make a Gym Show

BY DODD COPELAND

Pershing Jr. H. S., Brooklyn, N. Y.

ADD a little plot with running dialogue to exhibition activities and you'll have a show that will make the school sit up and cheer for the health education department.

Some time ago we were handed the problem of staging annual exhibitions of gym work as part of the yearly school assembly program. The Sports Quiz (*Scholastic Coach*, February 1952) taught us the value of large numbers participating in interesting activities. But no program, however good, can be repeated too often without killing interest and causing the comment "How dull!"

Luckily, our interest in music made a perfect background for popular variations of all types of health education activities. We had experimented with gymnastic routines done as a song and dance. Some years before, we had staged a comprehensive set of Danish body movements with singing accompaniment, which we called "Jitter Gymnastics." This approach had been appreciated but not too enthusiastically welcomed by our junior teenagers. A formula was needed to give us a pattern for a popular annual show.

Outside assignments are often a blessing in disguise. Social Studies was one such assignment. It gave us a well-trained patriotic unit for our opening number in the show. The class in social studies mastered the project of learning our new patriotic song "Let's Pledge Allegiance." The words of the song lent themselves well to group interpretation. So after practice in marching routines, the boys were ready to go before an audience.

The first time we used it, the class appeared as an immigration group being instructed on how to become good citizens by a federal judge. The second year the pupils did a singing and marching routine to the same song. The next time we will

probably use it as a scene from "I Am An American Day."

The words of the song are so practical that pupils find them easy to learn and to do with confidence before an audience.

LET'S PLEDGE ALLEGIANCE!

People often wonder who's a patriot.
They think that he is someone brave and strong!

No one ever thinks that he can help a lot,
By simply feeling deeply what we say in song!

Chorus

Let's pledge allegiance! Let's pledge allegiance!

To the grandest country in the world!
From coast to coast and border to border,
One hundred sixty million Americans can order

What they please and where they'd like to go!

With friends and neighbors who can show
How all the races live with happy faces
In the grandest country in the world!

2nd Verse

When you're down and wonder what it's all about.

You say the country's going to the dogs!
You think of those we've helped with money loaned about!

But then remember we're not run by demagogues!

Chorus

Let's pledge allegiance! Let's etc.

3rd Verse

In the future when we have more finer things,

To make our way of life a smoother way,
Nations will be neighbors and not act like kings.

We'll help each other find the perfect day,
some day!

Chorus

Let's pledge allegiance! Let's etc.

Another original song has also proven a valuable addition to our stock in trade, and can be used over and over as a class project. Called "Bumper To Bumper," it is an auto safety number which gives youngsters a wonderful opportunity to demonstrate with model cars some of the problems of highway management.

This becomes extremely interesting to an audience when a "crazy driver" is apprehended by the "law" and given a ticket. This song is easy to teach to hygiene classes and enables them to contribute a part to the annual show. It goes:

BUMPER TO BUMPER

Wake up in the morning when the sun begins to shine.
Polish up your buggy find it's quarter to nine.
Hustle up the family throw together a lunch,
For it's great in the country on a picnic with the bunch!

Chorus

Bump, bump, bumper to bumper, we go rollin' along,
With your gal and crew, the sky seems blue,
Baby your jalopy as you parlez vous!
Bump, bump, bumper to bumper, safe in your own lane,
Never battle the bumpers, battle the bumpers,
Bumps are too hard to explain! Yes!
Bump and you're never the same! Yes!
Bump and you're always to blame!

2nd Verse

Work all week and dream of places you would like to go!
Join the line of cars but take it easy and slow!
You'll be there in time for hiking through the underbrush.
An early start is better than that last minute rush!

Chorus

Bump, bump, bumper etc.

3rd Verse

When some crazy driver cuts in front of your lane,
Zig, zags all around until he gives you a pain!
Hold your temper, bide your time, and watch up the road.
He'll get his, the "law" awaits that road-hoggin' rogue!

Chorus

Bump, bump, bumper etc.

After the opening musical numbers, which were accompanied by a two-man band—the teacher at the piano and ukulele and a pupil at the drums—the scene shifted to tumbling, the core of our program. Since no show will go over smoothly without some thread of a story to hold it together, we always set up situations in which our kind of entertainment naturally will fit.

The theme of our last show was the recreational work of the Police Athletic League as shown in a typical P.A.L. center. In the beginning, two boys were seen fighting on the front of the stage. An officer appeared and interrupted the fight. After questioning the smaller boy, he found out that the big boy was a bully who needed correction. So the two youngsters were invited be-

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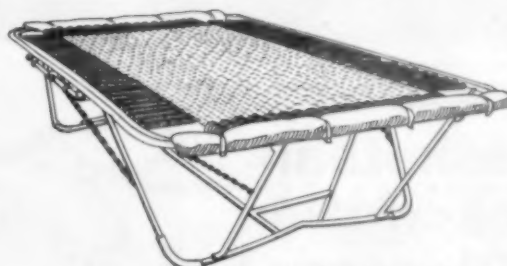


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hind the curtain into the recreation center.

The curtain opened to reveal a dozen or so boys playing many types of individual games. The school champions at Pingminton, On Guard, and Skidpins (Scholastic Coach, October 1952) were chosen to demonstrate their skills. The two street fighters were put to work boxing, with Officer O'Reilly refereeing the fight and making appropriate remarks.

The whole stage was busy with flying rings, shuttlecocks, and flying gloves so that it looked like a circus. After a while, a pupil interrupted the officer and loudly asked permission for his group to practice their opening number for the annual P.A.L. show.

After a little talk back and forth about the kind of act it was, Officer O'Reilly cleared the stage for this opening number. The class in the patriotic number quickly formed lines. They sang and marched their way through "Let's Pledge Allegiance" doing a final chorus saluting a quick unfolding flag prop.

As soon as this group was finished, the players and boxers started their activities over again just as they would do in a regular recreation center. Officer O'Reilly made appropriate remarks about the performance and encouraged everybody to work hard for the show.

Just when the two boxers were getting warmed up, another pupil interrupted the bout to ask permission for his class to do their safety number. Since the officer thought well of safety, he promptly called off all activities once again.

Nine or ten pupils with cardboard model cars steered them around the stage and interpreted the safety ideas in "Bumper To Bumper." The rest of the class sang the accompaniment backstage over a loud speaker.

GAMES, BOXING RESUMED

The entrance of the crazy driver and the chase by the patrol car made "Bumper To Bumper" a hit with the future drivers in the audience. The games and boxing were resumed, as they were between every act, as the crazy driver was escorted off to jail.

As usual, Officer O'Reilly carried on a running conversation about affairs with the audience. His remarks about the activities on the stage were interrupted time after time, much to the disgust of the boxers, by pupils asking permission to put on their acts.

The tumblers moved into place and worked as two groups from opposite ends of a set of mats. This gave the impression of continuous activity with perfect coordination. Officer O'Reilly called encouraging remarks to the tumblers which helped the audience understand what stunts were being done.

Dives, rolls, balance walks, two-man balancing, contests of strength, and pyramids formed in an exciting way were executed simultaneously from two sides of the stage. The audience reacted most enthusiastically to the final collapsing pyramid which finished the tumbling act. Then the show quickly resumed with the fill-in activities of the center.

COMEDY TRACK MEET

Two other groups were used to put on a comedy track meet and a group of folk dances, done by both boys and girls. But the bulk of the show was the work of boys' classes. It should be noted that some of the most "spirited" youngsters in the school were unusually good at this type of entertaining. So that the whole school appreciated the value of this type of performance as an aid in promoting better school spirit.

The theme of the show was carried out to the end when the two boxers finally were allowed to finish their bout. Needless to say, justice triumphed and the little shaver landed a haymaker on the bully's jaw as Officer O'Reilly closed the center for the day. The curtains closed as Goliath was carried off stage by little David and one of his friends.

Our approach to staging a gym show seems to assure us of an annual success. Each year takes less rehearsal than the old formal type of exhibition.

Variety can easily be interposed in this format. The scene of action can be changed annually so that what took place this year in the P.A.L. center can be switched to take place in Deleahanty's Civil Service Gymnasium next year. But the idea of having the show revolve about the misfortunes of some unfortunate small fry is a sure way to hold the interests and sympathies of a teen-age audience.

This, combined with music, continuous game action, scene shifting, and dancing, assures us of a successful annual Gym Show.

Other schools can easily adapt this idea, building the show around the particular talents that are available. A little ingenuity can go a long way.



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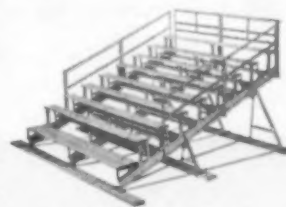
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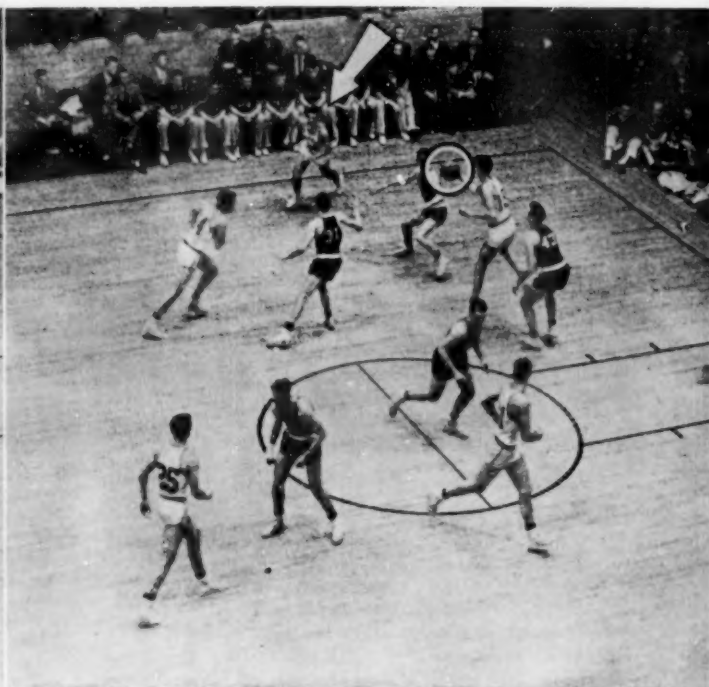
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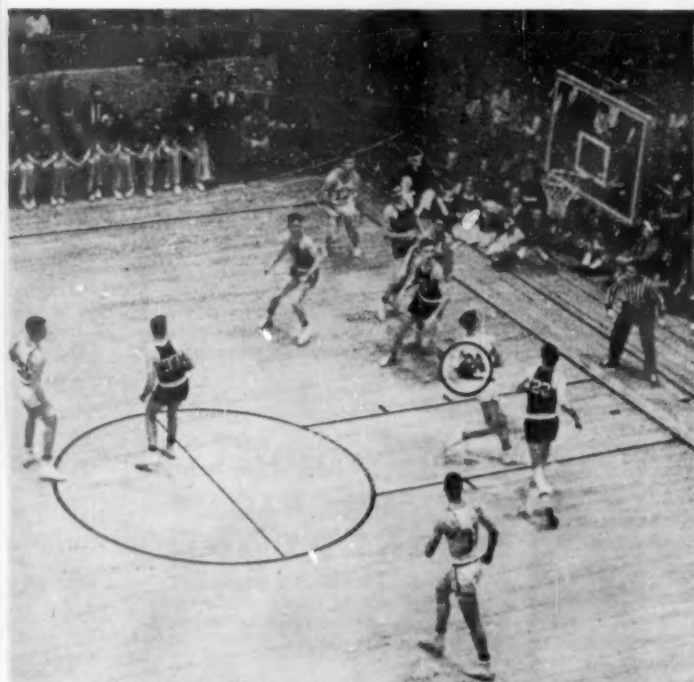
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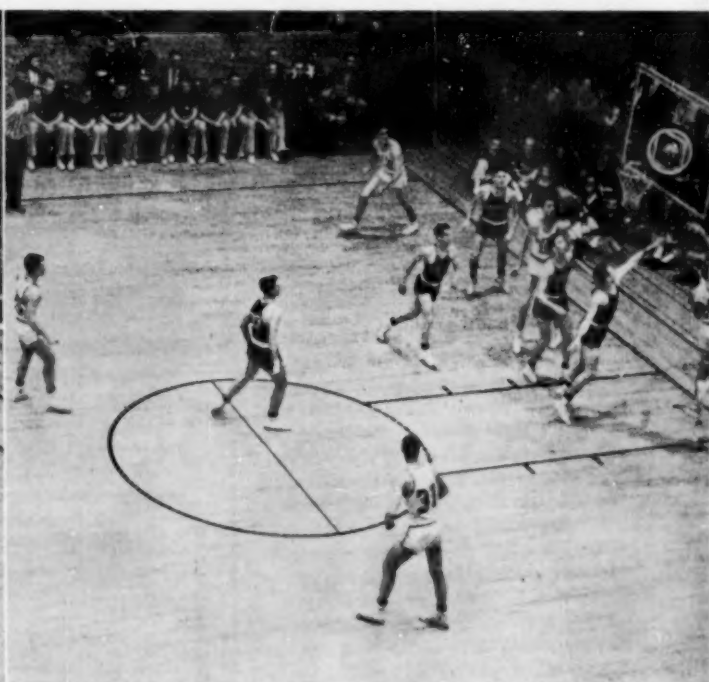
Don Donoher, Dayton forward, starts the play with a lob pass over his guard's (Bob Heim of Xavier) head into big Johnny Horan on the pivot. As the pass goes in, Chris Harris (No. 24) in the corner starts coming around and across the court.



As Horan pulls in the feed, Donoher drives to his left to set up a moving screen for Harris, the corner man—while Jim Paxson, the middle outside man, very shrewdly opens up the middle by drawing his guard, Huck Budde, way over to the right.



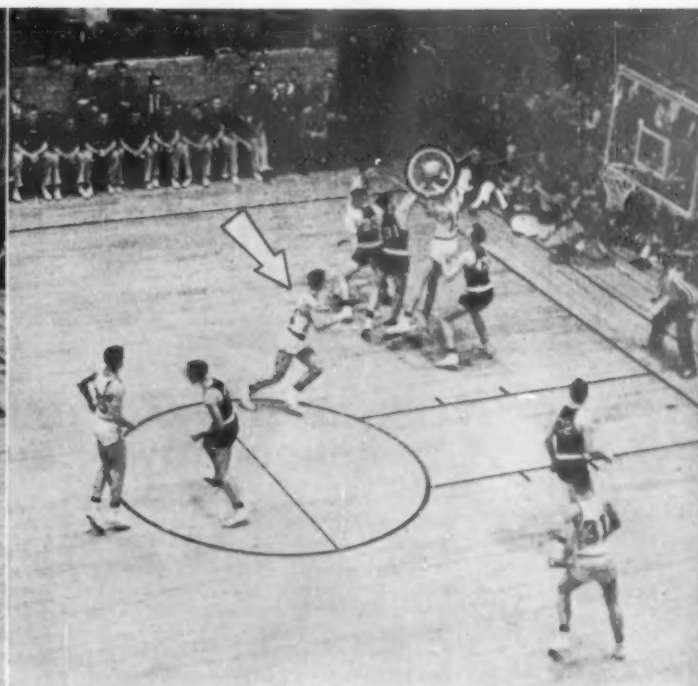
Harris is wide open and now has an easy crack at the basket. The two off-guards, Jim Phelan (No. 33) and Budde (No. 22), could have averted this score if they hadn't concentrated so hard on their men. Budde finally switches, but a bit too late.



The damage is done, as Harris lays up the ball for a goal. Only two players didn't figure in the play, Dayton's Sallee (25) who stayed out front to keep from clogging the middle lane, and his guard, Phelan, who only had eyes for Sallee.



Horan fakes a pass to Donohoe as Harris crosses behind the latter. The moving screen has worked beautifully, guard Heim (No. 31) moving into his teammate (Tom Simms) taking Harris. Jack Sallee (No. 25) and Paxson (No. 31) keep their men busy.



Fatal error by guard Heim (No. 31). Instead of switching to the free man, Harris, in conjunction with guard Simms' (No. 23) switch to Donohoe, he tries to double-team Horan, who neatly drops the ball over the guards' heads to Harris.

DAYTON'S CRISS-CROSS

CAN movies really help you in your basketball coaching? Brother, take a look at these pictures! Ever see such a crystal-clear exposition of offensive and defensive play-making, with every man's movement so graphically revealed? Great is just the word for it. "Shot" by crack photographer Bob Tamaska of the *Dayton Daily News*, the sequence shows the Dayton University Flyers reeling off a basket in the first 11 seconds of play against Xavier of Ohio last year. From a 3-2 setup, the ball was fed in to 6-8 All-American prospect Johnny Horan on the pivot. The passer then cut left, setting up a moving screen for the corner man coming around. The middle outside man then cleverly cleared out the middle lane, while Horan beautifully fed the cutting corner man—who went in for

an easy layup. The defensive lapses that made this basket possible are clearly caught by the merciless magic eye and are explained in the captions under the pictures. This sort of motion picture study is invaluable for both player and coach analysis. It leaves nothing to the imagination. Everything is right there in black and white, and there can be no excuses or alibis. The coach can tell who is doing a job and who isn't, and can adjust accordingly. As a teaching and scouting device, this panoramic motion picture technique is very tough to beat. It clearly reveals basic setups, relative positioning of the players, offensive patterns, defensive strengths and weaknesses, individual idiosyncrasies, and every other physical aspect of offensive and defensive coaching. It's an all-seeing eye for the coach!



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Penn State's Sliding Zone Defense

(Continued from page 11)

the notch with his right foot on the line.

Diag. 2 illustrates the defensive movement when the ball is passed from 2 to 3.

X-3 moves into guarding position between the ball-handler and the basket. X-1 takes a position on the foul circle between the ball-handler and the foul line. Back guard X-5 sets up a yard behind the foul line extended, midway from the middle of the foul line to the sideline. The other back-line guard, X-4, assumes a position with his left foot on the line a yard from the notch, while defensive forward X-2 remains essentially in the same position.

All of the defensive men face the ball-handler.

Diag. 3 shows the positions of the defensive men after the ball has been passed from 3 to 6 on the side.

Back-line player X-5 takes a guarding position between the ball-handler and the basket. Defensive forward X-3 holds his position but faces the ball. X-1 deploys on the foul circle between the ball-handler and the foul line, his main job being to keep the ball out of the circle. The other back-line guard, X-4, sets up near the midpoint of an imaginary line between the corner and the middle of the foul line. X-2 drops back to a position in the notch.

All of the defensive men face the ball-handler.

Diag. 4 depicts the positions of the zone men after the ball has been passed from 6 to 9 in the corner.

X-4 takes a guarding position between the ball-handler and the basket, while the other back-line player, X-5, drops his left foot as he turns toward the ball and moves as rapidly as he can in a long slide back to a position near the intersection of the endline and lane line. X-1 deploys on the foul circle between the ball-handler and the foul line. The other defensive forward, X-2, moves toward the basket and then resumes his original position at the notch (soon as X-5 slides into his proper position near the basket).

All defensive players are again facing the ball. Notice how it's virtually impossible to overload a certain area against this type of sliding zone, since all five defensive men are already in the area from which the attack is coming.

Diag. 5 shows the deployment when the ball is thrown out front to 2 (from 9). Note that the defensive positions are now the same as they were in Diag. 1, where X-1 assumed a guarding position between the ball-handler (2) and the basket.

All the defensive men face the ball-handler, keeping their hands up and their knees bent slightly for quick movement. They must learn to make their first movement in the direction of the pass, *never turning their back on the ball.*

Diag. 6 shows what happens when the ball is thrown into the foul line area to 5 (by 2). The back-line guard, X-5, who's the up man, moves into a guarding position between 5 and the basket, while the other back-line guard, X-4, moves into position between the lane lines in front of the basket.

Defensive forwards X-3 and X-2 drop back toward the endlines so that a cup is formed around the ball-handler. Meanwhile, X-1 drops back and attempts to double-team the ball-handler with the help of X-5. Again, all defensive men are facing the ball-handler.

All of these slides are worked the same way on the left side of the court.

Notice how every defensive man moves with every pass. Constant alertness and hustle are imperative. Where any of the players have a tendency to loaf, the 3-out 2-back zone becomes neither easy to learn nor easy to apply.

A real team defense, it must be practiced daily to be effective. And it cannot work unless all the players help each other out through talking it up and working together.

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MANY coaches and trainers make what may well be a serious error in attempting to relieve an athlete who's had the wind knocked out of him. They open the boy's belt, grab hold of it, and then lift—in an effort to induce normal respiration.

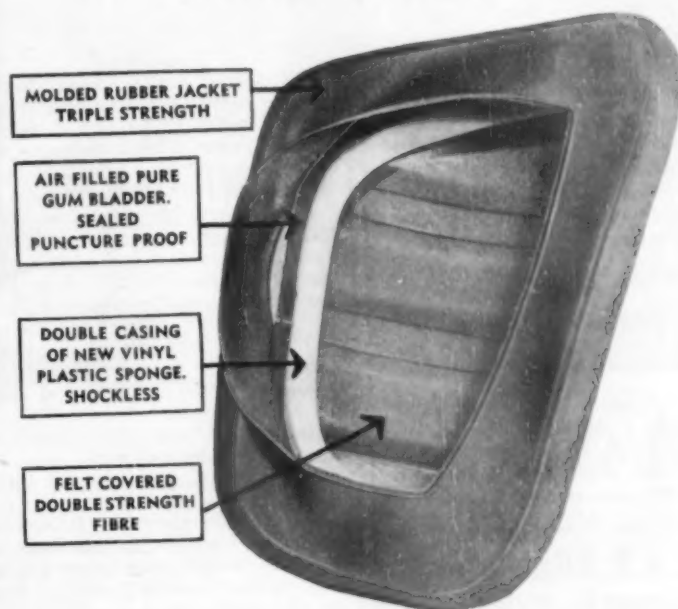
This definitely is wrong. It subjects the boy to possible serious injury, where any vertebrae or ribs have been fractured. With the athlete gasping for breath, he cannot tell you of any other pain he may have.

The correct procedure is to lay the boy on his back and assume a kneeling position over him with your arms outstretched and your shoulders over his hips. Placing your thumbs on the inner cavity just below the rib cage, apply pressure, then relax—as in the prone pressure method of artificial respiration. No pressure is on the rib cage and the vertebrae and ribs are not moved.

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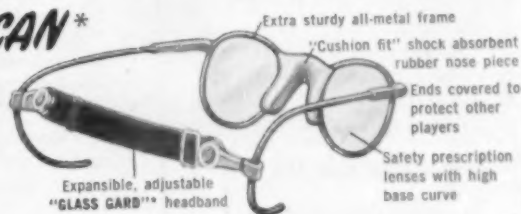
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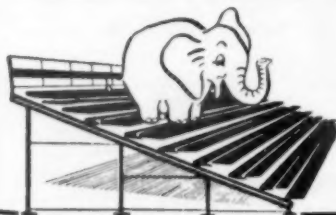
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New Books on the Sport Shelf

- **BASIC PHYSIOLOGY OF EXERCISE.** By Ferd John Lipovetz. Pp. 170. Illustrated—photos, drawings, and tables. Minneapolis: Burgess Publishing Co. \$5.

THIS sound, authoritative, "meaty" volume constitutes a perfect text for courses in the physiology of exercise. Based on years of practical experience, it contains everything the teacher and student can possibly desire.

Section A, "The Phenomenon of Muscular Action, Control and Movement," covers body nourishment and energy, muscle structure and contraction, chemistry of muscle and chemical changes of contraction, chemical and physical changes of respiration, and the role of the nervous system in muscular action, control and movement.

Section B, "Exercise in Physical Education and Athletics," embraces methods-age periods-physical education objectives, general effects of muscular exercise upon bodily function, role of the heart in physical education and athletics, physical fitness tests and indices, and athletic learning, training and conditioning.

The many illustrations and tabulations will help make ordinary works more purposeful and meaningful for both teacher and student.

- **AUTHORIZED 10-IN-1 BASKETBALL SCORING-SCOUTING-RECORD BOOK.** Danville, Ill.: School-Aid Co. \$2.50.

THIS is no ordinary scorebook. Besides the regular scorekeeping pages, it also possesses:

Scouting sheets with space to easily record all needed information, season team totals, daily field goal record, daily free throw record, individual player statistics, percentage chart, officials' rating sheets, daily weight record, and equipment inventory.

This is a big compact package, enabling you to keep your entire season's record in one place for easy reference.

- **THE COMPLETE GOLFER.** Edited by Herbert Warren Wind. Pp. 315. Illustrated—cartoons and maps. New York: Simon and Schuster. \$5.

GOLF has inspired a lot of brilliant literature over the years and here's the very best of it—a superb collection of technical treatises, essays, fiction, reporting, and humor.

The book, an extremely attractive 10" x 7" affair, is organized along six broad lines:

Part I consists of five short stories; Part II of 31 pages of the greatest golf cartoons; Part III of 24 excellent essays

devoted to reminiscence, comment, history, and humor; Part IV of 20 stories on great players and historic moments; Part V of 13 tracts on theory, technique, learning, and playing; and Part VI on golf course architecture, complete with four double-page spreads (in color) of famous courses.

The how-to section of the book (Part V) is gleaned from excellent sources. Willie Park, Jr., discourses on style; Henry Cotton on past and present styles and methods; Tommy Armour on grip; Jimmy Demaret on how Hogan picks his clubs; Sam Snead on irons; Bobby Jones on playing the irons; Bobby Locke on putting; Gene Sarazen on "brains"; Byron Nelson on "discoveries"; Horton Smith on golf fashions; Percy Boomer on the controlled swing; and Herb Graffis on golf's greatest teacher.

This select sampling makes this book the perfect all-year-round, all-weather companion for golfers of all ages. It will make a dandy birthday or Christmas gift to any golfer.

AUGUSTUS K. OLIVER

SCHOOLMEN everywhere will join us in mourning the loss of Augustus K. Oliver, chairman of the Board of Directors of *Scholastic Magazines*, publishers of *Scholastic Coach*. Mr. Oliver passed away last month in his home city of Pittsburgh, Pa., at the age of 73.

Mr. Oliver's career began in 1903 upon his graduation from Yale University. He entered the newspaper business as a reporter, then rose to advertising manager, editor, and finally co-publisher of two daily newspapers. After selling the papers in 1927, he became Chairman of the Pittsburgh Coal Co., then chairman of the finance committee of the Pittsburgh Consolidation Coal Co. until his retirement.

His devotion to education, and especially to citizenship education, led to his association with *Scholastic Magazines*. From 1925 until the time of his death, he was an active director of the company. Without his financial support and intelligent counsel, *Scholastic Magazines* could never have rendered the services they have given education. He was always superbly patient, thoughtful, and kind—a pillar of strength and encouragement.

Kentucky's Scouting System

(Continued from page 22)

sive unit, using the opponents' patterns. The varsity goes through its offensive plays to determine which will and which won't work.

Friday's practice is devoted to the offensive patterns of the opposition, with the freshmen running them against the varsity on defense. The patterns are first walked through and then employed with speed. The defensive assignments are checked at this time to insure each individual knowing his assignment.

The opponents' offensive tipoff and out-of-bounds plays plus their fast-break patterns are also discussed and shown at the Friday session. Defensive assignments are then delegated, and each varsity player is given a complete report of the strengths and weaknesses of the man he will guard.

The scout is present at both the Thursday and Friday sessions to offer constructive criticism. At this point, the coaches feel that the varsity is ready offensively and defensively to meet the opposition.

At the noon meal on the day of the game, the coaches go over the scouting report once more. If new assignments are deemed necessary, part of this time is devoted to making them.

The squad rests from 2 P.M. until 5 P.M., when it has its pre-game meal. It reports to the gym at 6:45, and slowly dresses. About 15 minutes before taking the floor, they're summoned for a short meeting to go over the scouting reports and to check assignments. They then take the floor for their warmup drills.

Upon completion of the drills, the starting five reports to the dressing room where each individual is again briefed on his assignment. The Wildcats are now ready to go out and protect their No. 1 rating.

As a follow-up on the scouting report, the coaches assemble the squad after the game and have each player report on his opponent's individual moves or any other details that might have escaped the scout. This enables the coaches to check the scouting report and make an evaluation of it. The team will thus be better prepared the next time they meet the particular opponent.

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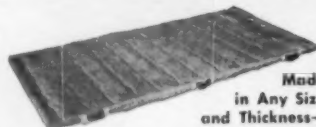
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How to Interest More Boys in Track

By **JAMES H. LITTLE**

Assistant Coach, Ann Arbor (Mich.) High School

ONE of the biggest problems confronting the high school track coach is how to interest more boys in the sport. This particularly applies to beginning coaches, to those starting in new schools, and to those wishing to revitalize track in their schools.

It's also a problem to the more successful coaches, for success in track often seems to lie in numbers.

Promoting interest in track involves "selling" the community as well as the school itself. Obviously, this isn't an easy task. But there are excellent ways of doing it.

First of all, you must think of it as a year-round job. You must make everyone think of track whenever they see you. You must be an authority on the subject, you must eat, drink, and sleep track—let everyone know by your actions, words, and enthusiasm that track is your "true love."

One way to evidence this is to wear a tie pin or belt buckle with a track motif which serves to remind people of track. Only by impressing other people with your interest, enthusiasm, and knowledge of track can you expect your boys to become excited about it.

Increasing community interest isn't accomplished quickly or easily. Much work, patience, and considerable time are usually necessary. The first prerequisite is to become friendly with the local sportswriters and radio announcers. Explain your problem to them and ask for a maximum of cooperation.

It then becomes your job to provide them with as much material as possible. With a little effort, you can dig up lots of information for previews of meets, feature stories, and other odd bits of track information, as well as meet results.

Almost every school has a student interested in photography. Take him with you to all out-of-town meets. Often he will come up with several worthwhile photos which you can supply to the local newspapers.

At big relay meets or regionals, take a tape recorder with you. Record the highlights of the meet and pick up lots of background noise. After the meet, audit the tape, fill in the details, etc., and use it over the local radio station.

Start your own local relay meet or carnival. It takes work, but it really

builds up interest. Of course, you must run a good meet. Organization and a good announcer who keeps it moving solve most of the problems. Provide the announcer with lots of information about records, individuals, and recent performances. These will help him a great deal in adding color to his job and will make the program much more interesting.

Provide colorful and attractive equipment for the team. If you don't have the best, the boys know it. They will know whether they're using "left overs" or whether they're being treated as well as the other major teams. Make the school feel track is in the MAJOR class, and the boys will turn out in increasing numbers.

Spikes are a must for a track team. It's twice as much fun to run in them. Suit your team in the best, something that takes a back seat to no other school and that you would prefer to wear yourself. How eager would you be for football, for instance, if you had to wear gym shoes or provide your own shoulder pads?

Every community has a movie camera bug. Cultivate him and he will be pleased to take occasional movies, if your budget will stand the expense. These movies come in very handy both for coaching and for use at student assemblies or "downtown" organizations.

Organize well ahead of the season. Be prepared for every phase you can anticipate — promotion campaigns, equipment, practice organization for each phase of training, meet schedules, classroom talks or discussions, and coaching methods.

Begin your promotion two weeks prior to the first track meeting. Have each part of it listed on a time schedule and progressively build up toward the first meeting.

Start off with several posters, placed in conspicuous places around the school, urging the boys to go out for the team. Ask the school paper and downtown paper to give you some coverage on your beginning. Have announcements in all homerooms and physical education classes about your first meeting. Play up the coming "Assembly, Dance Meet, and Track Meeting."

Be sure by every means at your disposal to let everyone know when the first meeting is being held and

when practice is to start. Approach the boys personally, anybody who looks like a prospect, and ask them to come out for track. The football coach will normally cooperate with you here, and take a personal interest in urging the boys to go out for track.

Plan an assembly for the last Friday of your two-week campaign. Make it interesting, informative, and put across your enthusiasm for track. You might try a program of history of American track, Olympic Games, or even go back to the original track man—"the cave man." A good movie might do it if you can find one.

During the assembly, make a standing offer of some kind of reward to any boy breaking a school record. Also advertise the annual "Dance Meet" to be held that night. During the dance, have the boys vote on "Queens" to preside over and award medals at the relay meet or carnival.

On the following Monday, hold your first track meeting. Make it short and snappy. Present the meet schedule, general overall phases of training, season's objectives, and any other pertinent matter which you think should be brought up, just so it doesn't take up too much time.

AUTHOR James H. Little won eight letters in cross-country and track at Central Michigan College, setting varsity records in the low hurdles and half mile. Upon graduating in 1950, he became track coach at Petoskey (Mich.) H.S. He served for two years and then entered the U. of Michigan to do graduate work. On the side, he's serving as assistant track coach at Ann Arbor H.S.

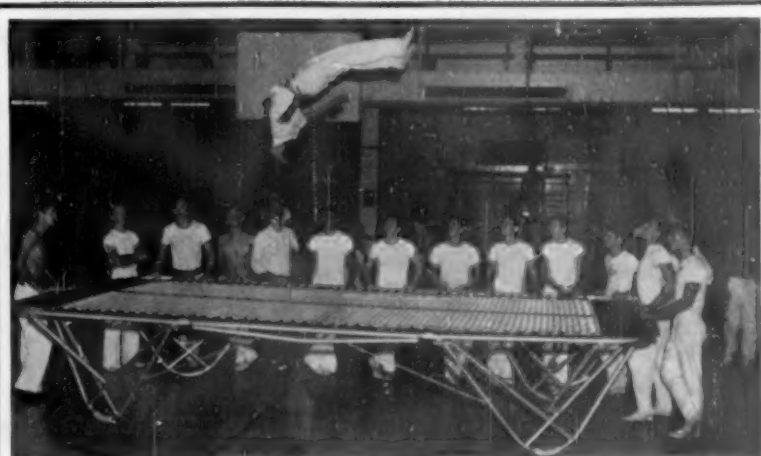
Continue with your interest campaign. Ask each boy to talk a friend into coming out. Award a free trip to one of the large indoor track meets for the boys who persuade the most friends into coming out.

At this first meeting, avoid going off on a tangent into training rules. Save that for one of your later chalk-talks. Ask each boy to fill in a card listing his name, address, age, height, weight, events interested in, best previous performances, and any other information you desire. On Tuesday, issue equipment and you're ready to begin.

Here are a few more suggestions which might prove helpful to you during the season.

Hold an interclass meet, a school decathlon championship, and a track program of some sort in the physical education classes. Keep a personal data card on every boy, whether he's out for track or not. Make it cumulative, going way back into grade school, and use it to show the younger boys how the record-holders began.

Have pictures taken of the school record holders, team captains, and squads. Frame these and insert a list



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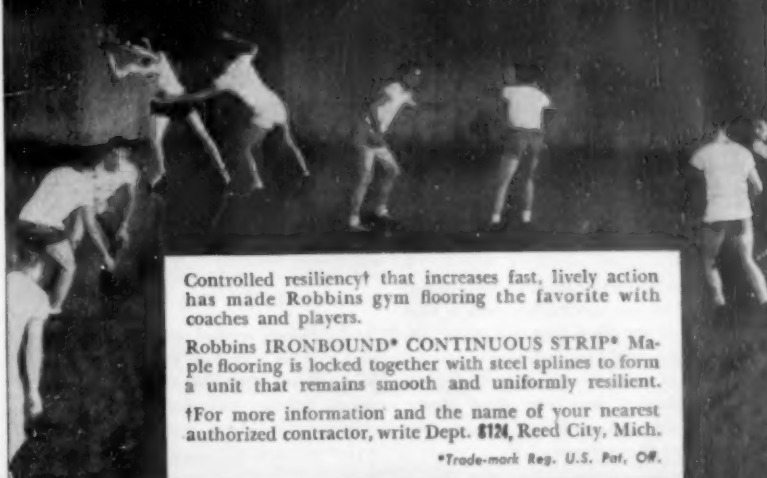
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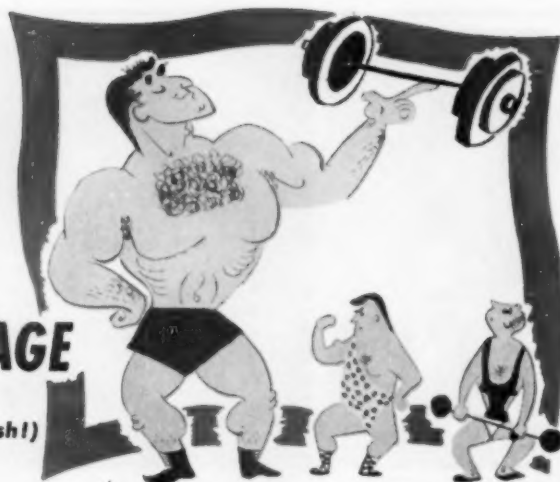
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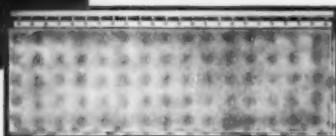
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of performances, records, etc., at the base of the frame. Hang the pictures on the walls of your office or display them prominently in the school trophy cases or picture albums.

One of the biggest incentives possible to give a boy is the idea that he may become a champion. Every normal boy wants to be a winner or on a winning team. Use this idea throughout your program. Start records at every competitive level. In addition to grade records, each boy should have his own personal all-time records which he should be constantly trying to better.

Make a school record board and display it in the school. The vision of seeing his name on that board will spur boys to that little extra effort that's the difference between "just another track man" and "the school-boy champion and record holder."

Call your outstanding trackmen by unusual nicknames that contain some reference to track, such as "Twinkle-toes," "Clocks," "Legs," "Speedy," "Champ," "Wings," etc. These names will catch on easily with everyone and thus serve as a continual track reminder.

Fix up at least two attractive bulletin boards trimmed with school colors. Place one in the school corridor where it can be easily seen by the whole student body. Put the other in the locker room or close to the practice area.

Change the material on the first board continually the year round. Use current track information clipped from the newspapers or material from your track file. This board might be the best place for world, national, interscholastic, state, school, and field records.

TACK UP PICTURES

You may also tack up pictures of record holders, meet results, track cartoons, and action pictures. You'll be amazed by the number of students who'll stop to read the board the first chance each morning after coming to school.

On the locker room bulletin board, post further records, best performances over various distances to date for the squad, coaching slogans, meet schedules, general daily practice workouts, and instructional form pictures. Here again you'll find that the first thing the boys will do upon reaching the locker room will be to check the board.

Provide a table of track books and material on reserve in the library. Make it available to anyone who wishes to read about track. You might even include your own collection of articles gathered over the years.

Include a card with the titles of articles you think are particularly important for the boys to read. Refer to these often in practice and ask the boys if they've read such-and-such article. This is one way of putting across the idea that "You must be a

student of your event." Place your copy of *Track and Field News* on the library periodical shelf where all can read it the year round.

Start organized track practices and meets in the junior high and grades, right down to the fifth grade. Grade school is where the real track champions are started.

Schedule as many night or twilight meets as possible. They're twice as attractive and colorful as afternoon meets. Your boys will enjoy them much more, as will the spectators.

Prior to home track meets, be sure to get extra coverage in the newspapers and on the radio. Try to make sure everyone knows there's a track meet in town on this particular day.

At some time during the track season, put on a track clinic for the student body. Hold it out at the track. Conduct a demonstration and explain the various points about each event. Call upon team members to show the way they perform and train for their events. This is also the ideal time to educate the students regarding their behavior during a track meet.

From the ideas mentioned above, you ought to find one or two that you can use in your efforts to interest more boys in track.

That's the big problem in track coaching—stimulating that initial interest. Once you get the program going and some success is attained, the rest will usually take care of itself. Success invariably breeds interest—and thus more success.

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- ☐ Catalog of Complete Line of Outdoor Basketball Equip.

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(Inside Back Cover)

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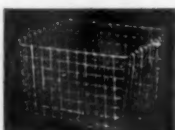
K. & P. ATHLETIC (34)

- ☐ Information on Dow-metal Crossbars and Combination High Jumping-Pole Vaulting Standards

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- ☐ Literature on Trampolines
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- ☐ Catalog

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(Principal, coach, athletic director, physical director)

SCHOOL _____ ENROLLMENT _____

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Louisville Slugger Bat Line meets every Player Requirement

Genuine Autographed Models of Al Rosen and Bobby Avila Added to All-Star Array of Famous No. 125 Louisville Sluggers

Louisville Sluggers of the Al Rosen and Bobby Avila models are now available. The genuine models of these two widely publicized batting



Al Rosen



Bobby Avila

stars have been "elected" to the blue-ribbon assortment of No. 125 Louisville Sluggers.

This wide and greatly diversified line now comprises the models of the 25 following players: Richie Ashburn, Bobby Avila, "Yogi" Berra, Joe DiMaggio, Walt Dropo, Ferris Fain, Nelson Fox, Bill Goodman, Rogers Hornsby, Geo. Kell, Ralph Kiner, Ted Kluszewski, Whitey Lockman, Mickey Mantle, Ed Mathews, Pee-Wee Reese, Jackie Robinson, Al Rosen, Babe Ruth, Hank Sauer, Red Schoendienst, Duke Snider, Vernon Stephens, Mickey Vernon, Ted Williams.

Three New Numbers for Young Hitters

Three new baseball numbers: 150S, 140S and 130S are designed expressly for high school, prep school, Babe Ruth League, Pony League and other young players, and will be available in 1955 along with the genuine autographed No. 125S. The three new numbers, like the No. 125S, are patterned after the original models of the famous Sluggers whose names they bear, but turned to slightly smaller dimensions.

The proper feel and balance in a bat is just as important to a ballplayer as the proper feel of a golf club is to a golfer — *it must feel right to play right.* H & B has long recognized the importance of satisfying the individual bat preference of each player and has fashioned a complete line of bats to do so.

Experience has proved the success of this policy, for today any player can select a bat from the Slugger line which fits his particular requirements. The wide variety of models in the Louisville Slugger line makes available a range of weights and lengths to suit every type of hitter.

That's why when a player selects his H & B baseball bat, he can't help but find one with a combination which feels just right to him.



H & B Makes the Most Complete Softball Bat Line too

The Louisville Slugger softball bat line is made up of nineteen different numbers of various models, finishes and price ranges to meet the requirements of all softball players.

The fact that there are nineteen different models in the H & B line at present is not because this number was pre-determined. Each model represents a need that grew out of the increased interest and activity in the game itself. The H & B policy of making bats to fit player requirements was adopted in softball just as it was in baseball. That's why the Louisville Slugger softball line of bats is the most complete in the world today. The quality, design and workmanship which goes into the manufacture of H & B softball bats, is the same which has made the Louisville Slugger baseball bat famous for performance the world over.

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The Louisville Slugger line of baseball bats and softball bats is beautifully and completely illustrated in the full-color Louisville Slugger catalog. This catalog contains complete descriptive information, specifications, shipping weights, etc., and makes a handy ready reference for ordering your team's bat needs. Send for your copy to Hillerich & Bradsby Co., Louisville, Ky.

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VITA-SAN

VITA-SAN sprayed around Lockers, Gyms and inside of Athletic Shoes is a sure-shot preventive for this troublesome infection. It also affords cooling, refreshing relief for tired feet — non-irritating and is an exceptionally fine deodorant.

DAWHIDE

DAWHIDE is the toughest, sturdiest lacing material ever devised for use in Athletic Shoes. It is long wearing, weather resistant, non-slipping, and far, far stronger than ordinary laces used in Athletic Equipment. It is delivered in 144 yard spools — so you can cut it in any length to suit your every lacing need.

in VITA-SAN and DAWHIDE

The **IVORY SYSTEM** — Reconditioners of Athletic Equipment — offers you two outstanding products which will help you

TO KEEP YOUR BOYS ON THEIR FEET

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IVORY SYSTEM, INC.

Sole Distributors in the Athletic World

Peabody, Mass.